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ABSTRACT

Section 3602 of the New York State Education Law provides supplementary means of improving the teacher-learning situation for those students having special educational needs associated with poverty. Funds are provided on an annual basis, 1970-71 being the third one for receipt of such funds by New York City. This bulletin contains summaries of only those proposals that have been approved and implemented. Monies are allocated by the State on a formula basis, and the Board of Education similarly suballocates the major portion of its allotment. New York City's total allocation was 48,029,740 dollars for fiscal year July 1, 1970-June 30, 1971. Community districts were advised that their allocations could be appropriated as they wished, for Quality Incentive Programs and/or Community Education Center Programs. A total of 33,335,473 dollars was allocated by Districts to Quality Incentive Projects. These are planned by professional and community representatives to correct educational, motivational and/or cultural deficiencies of the target population. No program may become operative until the proposal has been approved by the State Division of Urban Education. The budgets as indicated in the summaries are the amounts that were budgeted when the proposals were submitted. (Author/JM)

Board of Education

City of New York

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State Urban Education Quality Incentive Programs

Summaries and Classified Data

Division of Funded Programs
Office Of Urban Education
Quality Incentive Programs

APRIL 1971

ED051350

State Urban Education Quality Incentive Programs

Summaries and Classified Data

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Quality Incentive Programs

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Director

F O R E W O R D

This current year, 1970-71 marks the first year that State Urban Education programs have functioned on a city-wide basis. In 1968-69, the program was initiated in two districts (12 and 28) and in two Unit Areas (Ocean Hill-Brownsville and I.S. 201). In 1969-70, the use of State Urban Education monies was intended to include all but four community districts. This current year saw a greater expansion so that today all eligible public school children in the city can benefit from State Urban Education funds as far as allocation permit.

In addition to an extension of the program during 1970-71 to include all 31 school districts and special offices (high schools, special schools, and special education), the contents of this brochure testify to greater selectivity in the use of the $48,000,000 available this year to meet current local needs.

As an aid in maintaining this quality in programs, the State requires that an evaluation be made of each project. In addition, teams of State Urban Education staff monitor projects on a regular basis. The results of such studies supplement the careful supervision done by districts and central offices.

Recognition for the progress made in State Urban Education Quality Incentive Programs must go to many people . . . the community school boards and advisory groups, community superintendents, district coordinators, and the local staffs. At the central level, the Quality Incentive Program Director, Mrs. Etta Bernstock, and her staff deserve

special commendation for their leadership roles. The staff of other bureaus, as Reimbursable Programs, Supplies, Planning and Research, Plant Operations and Maintenance and the Bureau of Educational Research also merit recognition for their help.

The assistance received from the State Education Department under the leadership of Assistant Commissioner Ratchick and Mr. John House, State Office of Urban Education, should also be cited. The program does represent a solid teamwork effort.

Under decentralization, the success of the Urban Education program in the years ahead rests primarily with the districts involved. The central staff stands ready to provide any assistance needed to move forward the program in our city.

HELENE M. LLOYD
Assistant Superintendent
Division of Funded Programs

May 15, 1971

A C K N O W L E D G E M E N T S

This publication contains summaries of State Urban Education Quality Incentive Programs indicating a wide variety of projects during 1970-71 for pupils having special educational needs associated with poverty.

Appreciation is extend to all those who contributed to the production of this brochure. The summaries were written by Mrs. Edna Lynch and Mrs. Sibyl Wolfe, Area Associates, and Mr. Norman Brammer, Assistant to the Director, in the Office of Urban Education Quality Incentive Programs. The content was excerpted from the various proposals submitted by Community School Board Chairmen and Community Superintendents. The fine contributions and cooperation of the District Coordinators of Urban Education are also acknowledged.

Mr. Don Pitkoff, Industrial Arts Curriculum Coordinator designed the cover. Miss Gail Brackett, Miss Carmen Cordova, Mrs. Bertha Epstein, and Mrs. Tillie Venes, secretaries in the Office of Urban Education Quality Incentive Programs, cooperated in the typing of the brochure.

Special appreciation is extended to Assistant Superintendent Helene M. Lloyd, in charge of the Division of Funded Programs, for her wise counsel.

ETTA J. BERNSTOCK
Director of Urban Education
Quality Incentive Programs

I N T R O D U C T I O N

The crisis of the cities has been one of the prime news items in more recent years. The unmet educational needs of inner city schools and children have contributed to this critical situation. This has resulted in the provision by the State Legislature in Section 3602 of the Education Law, of State Urban Education funds to provide supplementary means of improving the teaching-learning situation for those having special educational needs associated with poverty.

Funds are provided on an annual basis, this year, 1970-71 being the third one for receipt of such finds by New York City. Monies are allocated by the State on a formula basis, and the Board of Education similarly suballocates the major portion of its allotment. Elements in the formula are:

The number of children receiving "Aid to Dependent Children" (this item merely determines eligibility for funds)

The number of children in the sixth grade New York State Reading Test who are reading on or below fourth level

The weighted average daily attendance

New York City's allocation for this year was $43,673,900. In addition, the Legislature permitted a 10% carryover from 1969-70 resulting in a total allotment of $48,029,740 for fiscal year July 1, 1970 - June 30, 1971.

Community Districts were advised that their allocations could be appropriated as they wished, for Quality Incentive Programs and/or Community Education Center Programs. On this basis, a total of $33,335,473 was allocated by Districts to Quality Incentive Projects.

Quality Incentive Programs are planned by professional and community representatives to correct educational, motivational and/or cultural deficiencies of the target population, the "pupils who have special educational needs associated with poverty."

Community Education Center Programs are also planned by professional and community representatives, but are generally designed to meet the needs of employment, health, counseling, family services and education of different age groups in the community.

No program may become operative until the proposal has been approved by the State Division of Urban Education. Therefore, this bulletin contains summaries of only those proposals that have been approved and implemented. It is important to note that the budgets as indicated in the summaries are the amounts that were budgeted when the proposals were submitted. Some budget modifications may have been processed subsequently which may have changed the budget somewhat. However, in most cases, there was not a substantial change in the original budget.

The brochure also contains a classified section which lists the projects according to major area of interest.

In the legislative act that provides State Urban Education funds, there is also a stipulation that makes mandatory an evaluation of projects

supported by these funds. This is indeed a positive act, for it leaves to the districts the responsibility of determining whether or not a project has fulfilled its objectives, for if it has not, then provision should be made for revision or rejection of the project for the following year.

State Urban Education monies are greatly needed to provide the supplementary services necessary to advance the achievement of the target population. However, if we are to "reconstruct urban education" to meet the needs of inner city children, much more financial support will have to be provided by the State. We look forward to the day when budgets and needs will go hand in hand to achieve an educational environment in which all children can attain their fullest potential.

ETTA J. BERNSTOCK
Director of Urban Education
Quality Incentive Programs

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Part I

PROJECT SUMMARIES

DISTRICT ADMINISTRATION OF STATE URBAN EDUCATION FUNDS

Primary Objectives

To plan, advise, draft, supervise and review State Urban programs with professional and paraprofessional personnel and community groups, so that the programs will be structured, well staffed and efficiently operating, as demonstrated by informal evaluations performed by the community superintendent.

Project Description

The coordinator assists in planning, organizing, implementing and evaluating programs and in securing personnel. He attends State Urban briefing sessions at the Central Board of Education, meets with educational and community groups to explain, develop and modify programs, holds district-wide conferences, articulates all program efforts and works with Title I personnel.

District Number: 1

Total Budget: $4,706

Function Number: 33-1-6451

Number of Schools Involved
Elementary: 16
JHS and/or IS: 4

Project Personnel

1 Coordinator (part-time)
1 Supervising Stenographer (part-time)
1 Senior Clerk (part-time)

Number of Children Involved
Elementary: 12,000
JHS and/or IS: 3,000

Contact Person: Mr. Lloyd W. Backus

Telephone Number: 674-4220

SPECIFIC LANGUAGE DISABILITY - SUMMER 1970

Primary Ojbectives

To re-examine children who participated in the 1969-70 winter program, in order to determine progress.

To plan the optimum program for each child who will be enrolled in the 1970-71 program.

To determine which children can benefit most from the program.

Project Description

The project operates from 9:00 a.m. to noon and from 1:00 to 4:00 p.m. daily at the Language Research Unit of the New York University Medical Center. It involves children who participated in the 1969-70 program and children referred by the teachers and school psychologists. The former group is tested to determine progress attained and receive continuing instruction from the teacher who supervised the program. The children in the latter group are given a battery of individual tests, including tests in skills, perceptual tests of auditory, visual, kinesthetic and body image modality, neurological and psychiatric examinations and vision and hearing tests.

Analyses of techniques of diagnosis and training are made to determine factors contributing to the greatest success in these areas. Time is also allotted to planning a specific teaching program for each child who is to participate in the program beginning in the fall of 1970.

District Number: 1

Total Budget: $7,211

Function Number: 33-1-6452

Number of Schools Involved
Elementary: 12

Project Personnel

1 School Psychologist (full-time)
1 Teacher (full-time)
1 Stenographer (full-time)

Number of Children Involved
Elementary: 50

Contact Person: Mr. Lloyd W. Backus

Telephone Number: 674-4220

ELEMENTARY SCHOOL EDUCATIONAL ASSISTANTS - UPPER GRADES 3-6

Primary Objectives

To provide the services of indigenous adult residents of the local school district as supportive personnel to work in classrooms with small groups of children or with individual children.

Project Description

The educational assistants are oriented to the school, trained in the Auxiliary Educational Career Unit funded by Title I funds. They are assigned to interested teachers of Grades 3 to 6 in which children are academically retarded at least 6 months. The assistants help implement classroom routines and assist the teachers during the children's assembly and lunch periods. In general they are able to communicate with the children in their native language. A most important contribution of the educational assistants is their instruction of individual children and small groups according to plans made with the classroom teachers.

District Number: 1

Total Budget: $98,388

Function Number: 33-1-6453

Number of Schools Involved
Elementary: 11

Project Personnel

24 Educational Assistants
(full-time)

Number of Children Involved
Elementary: 720

Number of Teachers Involved
Elementary: 24

Contact Person: Mr. Lloyd W. Backus

Telephone Number: 674-4220

PREDICTING AND DIAGNOSING READING DISABILITIES

Primary Objectives

As a result of the students participating in the reading program for three intensive sessions during the school years, consisting of diagnosis, remediation and follow-up, 175 children will have overcome perceptual difficulties, developed a sight vocabulary and achieved some facility with phonics as shown by Roswell Chall-phonic test, Harris Word List-sight vocabulary, Slingerlan Perceptual Test-visual perception. 50% of the target children will be ready to function in the regular classroom situation. The remaining 50% may require additional months of instruction. Some may be referred for intensive remediation.

Project Description

A master teacher serves seven schools, visiting each once or twice a month and assisting approximately six teachers in each school. She meets teachers of Grades one and two on an individual and/or group basis and helps them to diagnose reading difficulties of individual children and to plan and implement compensatory programs. If children present unusual problems, the master teacher observes these children and, subsequently, gives individual guidance to the classroom teacher. She supplies new materials and stimulating techniques for children who have been unresponsive. She gives frequent classroom demonstration lessons, confers with principals and assistant principals on school-wide problems and, when need is indicated, consults with members of the Bureau of Special Services or refers children to special reading clinics such as the Language Research Unit of Bellevue Hospital.

District Number: 1

Total Budget: $22,310

Function Number: 33-1-6454

Number of Schools Involved
Elementary: 7

Project Personnel

1 Teacher (full-time)

Number of Children Involved
Elementary: 160

Number of Teachers Served
Elementary: 42

Contact Person: Mr. Lloyd W. Backus

Telephone Number: 674-4220

PROJECT READ

Primary Objectives

To provide specially designed materials for pupils who are reading six months or more below grade level, so that they may achieve their normal grade level by the end of the school year as demonstrated by pre-and post standardized testing.

Project Description

Specially designed programmed materials are used at P.S. 140 for children in grades K through four who demonstrate potential reading retardation or are at least six months below grade level in reading. The Corrective Reading teacher who has had a year's experience with the program, assists those teachers who are new to the program. A consultant from the Behavioral Research Laboratories visits the school to assist in the implementation of the program and to help solve problems which arise. The materials are individualized and each child works with them at his own level and pace for about two hours daily. These reading periods are interspersed with other activities to prevent loss of attention. The educational assistant is assigned to assist the reading coordinator.

District Number: 1

Total Budget: $6,262

Function Number: 33-1-6455

Number of Schools Involved
Elementary: 1

Project Personnel

1 Educational Assistant (full-time)

Number of Children Involved
Elementary: 620

Contact Person: Mr. Lloyd W. Backus

Telephone Number: 674-4220

SUPPORTIVE TRAINING FOR INEXPERIENCED AND NEW TEACHERS (STINT)

Primary Objectives

To provide an in-service training program for new and inexperienced teachers, under direction of the district curriculum coordinator so that participating teachers will be consistently helped and guided in their "breaking-in" period toward establishing a sequential program of instruction. Their success will be measured through observations by their principals.

Project Description

The district curriculum coordinator provides instruction and guidance for the eight participating teacher-trainers during periodic group meetings. The teacher-trainers work with approximately nine new and inexperienced teachers each, referred to them by the principals of their respective schools. They confer with the principals to determine special needs of the target teachers and children. They observe teachers and conduct subsequent individual conferences to assist the teachers according to their findings. They also give frequent classroom demonstrations using techniques and materials new to the participating teachers.

District Number: 1

Function Number: 33-1-6456

Project Personnel

8 Teacher-Trainers (full-time)

Total Budget: $155,087

Number of Schools Involved
Elementary: 9

Number of Children Involved
Elementary: 2,500

Number of Teachers Involved
Elementary: 72

Contact Person: Mr. Lloyd W. Backus

Telephone Number: 674-4220

EXPERIMENTAL ELEMENTARY PROGRAM

Primary Objectives

To test, in practice, a program of innovative elementary education which shows promise of improving achievement of children in culturally deprived areas.

To provide experiential enrichment for children whose backgrounds may have impeded the development of their full potential.

To improve school-community interaction by providing for involvement of the community and professional staff in the design and implementation of the program.

Project Description

This program, Model A, features formal education beginning at the age of three and an extended school day for older children. A reduced teacher-pupil ratio and increased numbers of paraprofessionals make possible a team-teaching approach which emphasizes flexible grouping around individual pupils' characteristics, abilities and needs. A personnel team includes guidance counselors, psychologist, social worker and psychiatrist. Workshops and institutes are conducted for training of both the professional and paraprofessional staff.

An advisory council serves in all matters affecting school-community relations and the educational program. An incentive fund to encourage and support worthy educational projects proposed by the council in cooperation with the principal is also a facet of this model.

The school involved in this program is P.S. 110, Manhattan.

District Number: 1

Total Budget: $823,985

Function Number: 18-04411
33-1-8401

Number of Schools Involved
Elementary: 1

Project Personnel

Number of Children Involved
Elementary: 398

2 Assistant Principals (full-time)
36 Teachers (full-time)
2 Guidance Counselors (full-time)
1 School Secretaries (full-time)
1 School Psychiatrist (part-time)
1 School Social Worker (full-time)
1 School Psychologist (full-time)
23 Educational Assistants
1 Parent Program Assistant
3 School Aides
1 Family Assistant (part-time)

Contact Person: Mr. Lloyd Backus

Telephone Number: 964-5852

DISTRICT ADMINISTRATIVE BUDGET

Primary Objectives

To coordinate and administer all aspects of the district's Urban Education Programs.

Project Description

The coordinator meets with all project coordinators in order to eliminate duplication of program activities and to upgrade the skills of the target population. He gathers data and disseminates it among student, teacher and community groups. He assists community groups. He assists community and professional groups in evaluating program impact and in developing and modifying programs. He also maintains the personnel, payroll and project forms and records necessary to the implementation of the district programs.

District Number: 2

Total Budget: $3,227

Function Number: 35-1-6451

Number of Schools Involved
Elementary: 11
JHS and/or IS: 2

Project Personnel

1 Coordinator (part-time)

Number of Children Involved
Elementary: 1,430
JHS and/or IS: 650

Contact Person: Mr. Robert Mendillo

Telephone Number: 685-3788

SCIENCE EXPERIENCE PROGRAM

Primary Objectives

At the conclusion of the program 70% of the participants will attain a grade of 75% or better, as measured by teacher-made tests.

Project Description

One educational assistant works with all teachers on each grade level in grades 4-6, to organize and maintain the science supply room; to assemble and distribute the experimental kits, and to work with the pupils in understanding and completing their experiments. They are trained, during school hours, by the District Science Coordinator, in four three-hour orientation sessions and in weekly two-hour sessions. The Coordinator also conducts four after-school seminars for the teachers of the target classes, during which she acquaints them with the specifics of the program and the dynamics of the team approach to science teaching.

District Number: 2

Total Budget: $62,560

Function Number: 35-1-6452

Number of Schools Involved
Elementary: 5

Project Personnel

1 Coordinator (part-time)
14 Educational Assistants (full-time)
1 Clerk (full-time)

Number of Children Involved
Elementary: 1,000

Contact Person: Mr. Robert Mendillo

Telephone Number: 685-3788

IMPROVEMENT OF COMPUTATIONAL SKILLS

Primary Objectives

At the conclusion of this program, 60% of the children participating in the program will attain a mean increase of three months in mathematics, as measured by the Metropolitan Achievement Test.

Project Description

Each paraprofessional works with either a small group or individual student, under the direct supervision of the Coordinating Teacher. Some pupils are taken from their classrooms for regularly scheduled 45-minute periods; others work in their classrooms, up to three times weekly, at times designated by the classroom teachers. The paraprofessionals work with the pupils in improving their computational skills by rebuilding their mathematical foundations on a basis of task performance comprehension. The Coordinating Teacher functions as liaison between the District Coordinator and the school personnel.

District Number: 2

Total Budget: $42,662

Function Number: 35-1-6453

Number of Schools Involved
JHS and/or IS: 1

Project Personnel

1 Teacher (full-time)
6 Educational Assistants (full-time)
1 Clerk (full-time)

Number of Children Involved
JHS and/or IS: 200

Contact Person: Mr. Robert Mendillo

Telephone Number: 685-3788

POSITIVE ALTERNATIVES

Primary Objectives

As a result of the program in Narcotics instruction, based on a pre and post attitudinal scale, participating students will demonstrate a positive significant difference with respect to self, peers and school. The attitudinal scale will be developed by the Bureau of Research and Statistics.

Project Description

The program is conducted after school, four times weekly, for two hours for children selected by school supervisors, teachers and guidance personnel and by community agencies. Once a week each group of about eight children takes a short trip through the community with the group leader who has been trained by the New York City Addictive Services Agency, and an educational assistant. They explore its attitudes, problems, resources and potentials. This experience provides a springboard for exploration and discussion of each individual's attitudes, problems, resources and potentials as a member of that community. The program has built-in structures for working with the staff at large and parents of the participants to share insights and techniques in promoting a unified approach to district problems. The children, with their leader, explore and learn to utilize the various resources of their community and how to contribute their efforts to support such community programs as collecting toys for hospitals and assisting in promoting the creation of a park on a vacant lot. When the basic rapport is established, remedial and enrichment activities in reading and mathematics are introduced. Training takes place once each week under the supervision of the teacher-in-charge who works with students as well as staff. In addition, resource personnel from the Addiction Services Agency assist at some sessions.

District Number: 2

Total Budget: $61,779

Function Number: 35-1-6454

Number of Schools Involved
Elementary: 2
JHS and/or IS: 1

Project Personnel

3 Teachers-in-Charge (part-time)
11 Teachers (part-time)
3 School Secretaries (part-time)
3 Educational Assistants (part-time)

Number of Children Involved
Elementary: 59
JHS and/or IS: 29

Contact Person: Mr. Robert Mendillo

Telephone Number: 685-3788

READING DIAGNOSIS CLINIC

Primary Objectives

As a result of diagnosis, treatment and remediation, it is anticipated that 75% of these students will demonstrate a reading gain of five months as measured by the Metropolitan Achievement Test.

Project Description

Educational assistants, trained by the reading diagnosis teacher, test all first grade children for hearing and vision defects. Optometrists from the New York Optometric Center give optometric tests to the total school population. Paper and pencil vision tests are also administrated to the entire school population. Children with hearing and vision problems are referred to the appropriate clinic for reevaluation and necessary remediation. Children in need of perceptual training are given individualized remedial training in the school, developed jointly by the classroom teacher and the reading diagnosis teacher and implemented, in small groups, by the reading diagnosis teacher and educational assistants.

District Number: 2

Total Budget: $34,375

Function Number: 35-1-6455

Number of Schools Involved
Elementary: 4

Project Personnel

1 Teacher (full-time)
2 Educational Assistants (full-time)
10 Consultants

Number of Children Involved
Elementary: 600

Contact Person: Mr. Robert Mendillo

Telephone Number: 685-3788

UTILIZATION OF EDUCATIONAL ASSISTANTS - GRADE 3

Primary Objectives

At the conclusion of this program, 60% of the participating children will attain a mean increase of three months in reading and mathematics as measured by the Metropolitan Achievement Test.

Project Description

The educational assistants serve in grade 3 classes with the lowest exponents. They assist the classroom teacher in utilization and storage of materials and equipment, implementation of classroom routines and daily and long-range planning. They also aid her by working with small groups or individual children and alert her to the special needs of individual children. They contribute to enrichment activities by utilizing their special talents and give encouragement and aid to non-English-speaking children.

On-going training is provided by the teachers and school supervisors and by the district resource staff.

District Number: 2

Total Budget: $60,638

Function Number: 35-1-6456

Number of Schools Involved
Elementary: 6

Project Personnel

14 Educational Assistants (full-time)

Number of Children Involved
Elementary: 520

Contact Person: Mr. Robert Mendillo

Telephone Number: 685-3788

UTILIZATION OF LIBRARY ASSISTANTS

Primary Objectives

As a result of the library teacher being relieved of the clerical duties, individualized instruction by the teacher will result in a mean increase of three months in reading as measured by the Metropolitan Achievement Test.

Project Description

The district library supervisor provides orientation training and supervision of the program. Each educational assistant is given on-the-job training and supervision by the school librarian. The educational assistant assists the librarian with such responsibilities as using audiovisual aids within the context of the library program, prepares book orders and maintains the system of individual circulation. Under the guidance of the librarian, she also conducts story-telling periods and works with small groups of children.

District Number: 2

Total Budget: $29,976

Function Number: 35-1-6457

Number of Schools Involved
Elementary: 7
JHS and/or IS: 1

Project Personnel

8 Educational Assistants (full-time)

Number of Children Involved
Elementary: 4,550
JHS and/or IS: 650

Contact Person: Mr. Robert Mendillo

Telephone Number: 685-3788

READING LAB - J.H.S. 167 MANHATTAN

Primary Objectives

At the conclusion of this program 70% of the participating students will attain a mean increase of three months in reading as measured by the Metropolitan Achievement Test.

Project Description

This program furnishes a unique method and setting in corrective reading by its employment of multi-media and multi-sensory equipment and techniques. Such changes in approach, learning environment and instructional materials offer additional motivation and hope for youngsters who have experienced failure through traditional methods.

It is comprised of cycles of instruction which introduce and reinforce learning through a carefully planned sequence of activities. A cycle consists of four parts, each of which contributes to the development of specific skills, abilities or concepts. Within each cycle, the student first receives perceptual accuracy and visual efficiency training. Next, he participates in activities which enrich his experiential background and prepare him for subsequent instruction. The third part of the cycle consists of a skill-building sequence which introduces and reinforces vocabulary, word recognition, word attack skills, and comprehension skills. Finally, all of the words, skills, and concepts taught during the skill-building sequence are applied by the student during independent reading and application activities in the fourth part of the cycle.

The children meet for 45 minute periods. Half of the selected group meets twice weekly and half meets three times each week.

District Number: 2

Total Budget: $27,294

Function Number: 35-1-6458

Number of Schools Involved
JHS and/or IS: 1

Project Personnel

1 Teacher (full-time)
1 Educational Assistant (full-time)

Number of Children Involved
JHS and/or IS: 150

Contact Person: Mr. Robert Mendillo

Telephone Number: 685-3788

SCHOOL-HOME LIAISON

Primary Objectives

For those students who have participated in this program for at least two months, it is anticipated that there will be a 50% reduction in truancy rates and that 50% will have a passing average in their respective grades.

Project Description

Family assistants work with the schools' attendance personnel and supervisors, to check immediately with the homes of students who manifest patterns of under-achievement, poor behavior or poor habits in attendance and punctuality. Wherever possible, bilingual family assistants are employed since many of the parents are non-English-speaking.

District Number: 2

Total Budget: $11,242

Function Number: 35-1-6459

Number of Schools Involved
Elementary: 1
JHS and/or IS: 1

Project Personnel

3 Family Assistants (full-time)

Number of Children Involved
Elementary: 150
JHS and/or IS: 300

Contact Person: Mr. Robert Mendillo

Telephone Number: 685-3788

SANCTUARY CLASS

Primary Objectives

Of those students who have participated in this program for at least two months, it is anticipated that 60% will return to their regular classrooms and of those returning to class, 50% will have a passing average in their respective grades.

Project Description

Five to seven children, selected by joint consultation with the classroom teacher, the guidance counselor and the Sanctuary Class teacher, remain on the rosters of their regular classes and spend the major part of the day in those classes. Each child is individually programmed for his stay in the Sanctuary Class and those requiring additional assistance are referred to the staff of St. Vincent's Hospital. Care is taken to avoid deploying the pupil from his regular class when the class is engaged in major activities or those of particular interest to the pupil. Each child's activities in the Sanctuary Class are determined on the basis of individual needs, as are, also, the frequency and duration of his visits to the class. In some cases, a non-academic approach such as through industrial arts, is used to motivate a desire to learn; in other situations special materials, such as the Sullivan linguistics or the Frostig materials, may be helpful.

District Number: 2

Total Budget: $20,032

Function Number: 35-1-6460

Number of Schools Involved
Elementary: 1

Project Personnel

1 Teacher (full-time)
1 Educational Assistant (full-time)

Number of Children Involved
Elementary: 25

Contact Person: Mr. Robert Mendillo

Telephone Number: 685-3788

SITUATION REINFORCEMENT LANGUAGE TRAINING

Primary Objectives

At the conclusion of the program, those children rated "D" or lower in the Puerto Rican Study Language Ability Scale will score at least one level higher.

At the conclusion of the program, 60% of the children will demonstrate the ability to move from readiness to the reading of a sight vocabulary as measured by the Durrell Reading Readiness Test.

Project Description

Situation Reinforcement is a use-oriented approach to the teaching of oral skills. The student is introduced to the language through situations he understands and grammatic structures are introduced according to the situations. The student practices conversation in controlled situations, progressing to where he can condense main ideas in connected discourse into simple statements.

The students, in an orientation class, receive intensive language training for a minimum of two periods a day and are instructed in the usual school subjects for the rest of the day.

They remain in this class for 14 weeks before moving to a transitional or regular class, where intensive language instruction continues for two periods daily for as long as individual needs indicate.

The teachers assigned and the educational assistants who work under their supervision are trained, during the school day, by the assistant principal in charge of the English as a Second Language department, the coordinator of English as a Second Language and one Linguist training consultant.

District Number: 2

Total Budget: $43,481

Function Number: 35-1-6461

Number of Schools Involved
JHS and/or IS: 2

Project Personnel

3 Teachers (full-time)
3 Educational Assistants (full-time)

Number of Children Involved
JHS and/or IS: 90

Contact Person: Mr. Robert Mendillo

Telephone Number: 685-3788

IN-MIGRANT SCHOOL COMMUNITY PROJECT

Primary Objectives

As a result of this program, the students in the experimental group will demonstrate a positive significant gain over the control group in the area of reading and mathematics as measured by pre and post Metropolitan Achievement Tests.

At the conclusion of the program, those children rated "D" or lower in the Puerto Rican Study Language Ability will score one level higher.

Project Description

This program is designed to develop bilingual resources and on-the-job teacher training to more closely meet the diversity of students' needs. One teacher is assigned to each grade level. A seventh teacher coordinates the activities and assists in program planning and community liaison. Consultants meet the needs for specialized service in the arts, history and literature. Teacher trainers give two demonstration lessons daily utilizing the new curriculum materials developed. They take into account the wide diversity of pupils in the schools in terms of language, ethnic groupings, cultural background and academic achievement. Fifteen teachers participate in 20 two-hour after-school workshops and six six-hour Saturday workshops conducted by the coordinator-trainer and the teacher trainers.

District Number: 2

Total Budget: $73,304

Function Number: 35-1-6462

Number of Schools Involved
Elementary: 1

Project Personnel

7 Teachers (full-time)
1 Coordinator Trainer (part-time)
6 Teacher Trainers (part-time)
1 Supervising Stenographer (full-time)
1 Typist (full-time)

Number of Children Involved
Elementary: 60

Contact Person: Mr. Robert J. Mendillo

Telephone Number: 685-3788

A PROGRAM FOR CULTURAL ENRICHMENT AND REMEDIATION

Primary Objectives

It is anticipated that by the end of the three and one-half month project period, from 30 to 50% of the participants in the remediation activities will improve by at least 0.2 in reading as measured by the Metropolitan Achievement Tests.

Fifty percent of the participating students who demonstrate disruptive or apathetic behavior patterns in school should show a marked improvement in attitude towards learning and towards school as indicated in anecdotal records of teachers and guidance counselors.

It is expected that skills will be developed as a result of participation in cultural enrichment activities as indicated by displays and exhibits of products created during the project period, and by greater interest in these activities during the school day as measured by teacher observation.

Project Description

This project, planned for afternoon and evening Cultural Enrichment Centers in the schools of District 3, is designed to provide a comprehensive program of cultural enrichment.

Students in need of remediation are recommended by classroom teachers. Remedial activities are conducted by the same reading teachers during the school day and at daily after-school centers, thus providing for articulation between the programs and for a continuation of relationship between reading teachers and students.

Cultural activities are available on a voluntary basis or by referral at three daily afternoon and one daily evening center. The evening centers are for upper elementary and junior high school students. The main thrust in the cultural aspect of the program is to stimulate creativity and to develop confidence, judgment and critical thinking. For this facet, teachers competent in such areas as art, music, drama, photography and industrial arts are selected.

A program of trips is also provided, including two day trips for elementary students and one for students of intermediate and junior high schools.

A PROGRAM FOR CULTURAL ENRICHMENT AND REMEDIATION
(continued)

District Number: 3

Total Budget: $247,099

Function Number: 37-1-6452

Number of Schools Involved
Elementary: 13
JHS and/or IS: 4

Project Personnel

27 Teachers (full-time)
92 Teachers (part-time)
26 Educational Assistants (part-time)
1 Parent Program Assistant (part-time)

Number of Children Involved
Elementary: 600
JHS and/or IS: 400

Contact Person: Mrs. Tessa Harvey

Telephone Number: 749-5215

EXPERIMENTAL ELEMENTARY PROGRAM

Primary Objectives

To test, in practice, a program of innovative elementary education which shows promise of improving achievement of children in culturally deprived areas.

To provide experiential enrichment for children whose backgrounds may have impeded the development of their full potential.

To improve school-community interaction by providing for involvement of the community and professional staff in the design and implementation of the program.

Project Description

This program, Model A, features formal education beginning at the age of three and an extended school day for older children. A reduced teacher-pupil ratio and increased numbers of paraprofessionals make possible a team-teaching approach which emphasizes flexible grouping around individual pupils' characteristics, abilities and needs. A personnel team includes guidance counselors, psychologist, social worker and psychiatrist. Workshops and institutes are conducted for training of both the professional and paraprofessional staff.

An advisory council serves in all matters affecting school-community relations and the educational program. An incentive fund to encourage and support worthy educational projects proposed by the council in cooperation with the principal is also a facet of this model.

The program is implemented in the paired schools, P.S. 185/208, Manhattan.

District Number: 3

Total Budget: $1,682,860

Function Number: 18-04411
37-1-8401

Number of Schools Involved
Elementary: 2

Project Personnel

Number of Children Involved
Elementary: 1,390

3 Assistant Principals (full-time
70 Teachers (full-time)
3 Guidance Counselors (full-time)
2 School Secretaries (full-time)
1 School Social Worker (full-time)
1 School Psychologist (full-time)
1 School Psychiatrist (part-time)
1 Teacher Aide (full-time)
1 Family Worker (full-time)
1 Family Assistant (part-time)
60 Educational Assistants (full-time)
4 School Aides (full-time)

Contact Person: Mrs. Tessa Harvey

Telephone Number: 749-5215

DISTRICT ADMINISTRATIVE BUDGET

Primary Objectives

To provide supervision and coordination of Urban Education Programs.

To provide training for paraprofessionals in the program.

To administer the budget for all Urban Education Programs.

Project Description

The coordinator assists with paraprofessional training. She supervises the clerical staff. She attends meetings with the Advisory Committee and with Community agencies. She observes programs and submits reports on her findings. She assists with the evaluation of all programs. She is responsible for supplies and payrolls and for compiling a publication to disseminate information about all district Urban Education programs.

District Number: 4

Total Budget: $33,155

Function Number: 39-1-6451

Number of Schools Involved
Elementary: 17
JHS and/or IS: 4

Project Personnel

1 Teacher (full-time)
1 School Secretary (part-time)
1 Stenographer, Clerk or Typist (full-time)

Contact Person: Mrs. A. Jackson

Telephone Number: 831-2483

FAMILY ASSISTANTS - HOME LIAISON

Primary Objectives

As a result of supportive services, 75% of the target population who participated in this program, for at least five months, will attain grade level promotion.

As a result of supportive services, the participating students who have been serviced by this program, for at least three months, will demonstrate a 50% increase in attendance over previous attendance performance.

Project Description

Family assistants who are familiar with the neighborhood and parents work with teachers and guidance counselors to obtain help for the children and their parents whenever possible. They visit homes when referred by teachers or counselors. Special problems relating to an individual pupil are discussed with parents and the results of the visit are reported for follow-up.

District Number: 4

Total Budget: $16,400

Function Number: 39-1-6452

Number of Schools Involved
Elementary: 4

Project Personnel

4 Family Assistants (full-time)

Number of Children Involved
Elementary: 160

Contact Person: Mrs. A. Jackson

Telephone Number: 831-2483

EDUCATIONAL ASSISTANTS GRADES 3-6

Primary Objectives

As a result of supportive services, 75% of the pupils who have been in the program for at least five months will attain grade level promotion.

Project Description

Fourteen educational assistants are working with children in third grade classes and thirteen with fourth, fifth and sixth grade. They assist the teachers by working with small groups of children especially in the areas of reading and mathematics. They also assist in the care, distribution and utilization of materials and equipment.

District Number: 4

Total Budget: $110,687

Function Number: 39-1-6453

Number of Schools Involved
Elementary: 14

Project Personnel

27 Educational Assistants (full-time)

Number of Children Involved
Elementary: 810

Contact Person: Mrs. A. Jackson

Telephone Number: 831-2483

PARENT PROGRAM ASSISTANTS

Primary Objectives

Of those Parent Program Assistants who do not attend college and have attended at least 12 training sessions, 85% will attain a satisfactory rating as determined by the training team's rating scale.

Of those Parent Program Assistants who attend college and have attended at least five sessions, 85% will attain a satisfactory rating as determined by the training team's rating scale.

Project Description

Parent Program Assistants assist with on-the-job training of new and inexperienced paraprofessionals. They also assist with schedules, timekeeping records, preparation and distribution of payrolls and other matters pertaining to the efficient use of all paraprofessionals in the various programs. Because of their previous experiences in working with the community, they serve as liaisons between school and community in an effort to provide greater rapport.

District Number: 4

Total Budget: $126,764

Function Number: 39-1-6454

Number of Schools Involved
Elementary: 18
JHS and/or IS: 4

Project Personnel

22 Parent Program Assistants
(full-time)

Number of Children Involved
Elementary: 17,920
JHS and/or IS: 3,980

Number of Teachers Involved
Elementary: 24
JHS and/or IS: 188

Contact Person: Mr. James Howard

Telephone Number: 534-7735

EDUCATIONAL ASSISTANTS IN JUNIOR HIGH SCHOOL

Primary Objectives

As a result of supportive services 75% of the target population who have been serviced by this program for at least six months will gain six months in the subjects specified.

Progress will be measured by the Metropolitan Achievement Test and scale for rating ability to speak English.

Project Description

Twenty-six educational assistants, under teacher-supervision, provide individual and small-group instruction in reading, mathematics and English as a Second Language. They work in a section of the classroom with pupils selected for special help in the subject being taught.

In Junior High School 45 and Intermediate School 117, seven assistants and in Junior High School 13, eight assistants service pupils who are two or more years retarded in reading and mathematics. In Junior High School 99, four assistants work with pupils who are two or more years retarded in reading. In all of these schools, one educational assistant is assigned for every ten children in the program. The assistants are trained during the day by the heads of departments and the district coordinators of reading,mathematics and English as a Second Language.

District Number: 4

Total Budget: $80,716

Function Number: 39-1-6456

Number of Schools Involved
JHS and/or IS: 4

Project Personnel

26 Educational Assistants (full-time)

Number of Children Involved
JHS and or IS: 260

Contact Person: Mr. James Howard

Telephone Number: 39-1-6456

REPTILES, AMPHIBIANS IN THE BALANCE OF NATURE

Primary Objectives

As a result of this program, participating students will be introduced to reptiles and amphibians in the balance of nature. Seventy-five percent of the students will be able to identify reptiles and amphibians and to develop an understanding as to their relation to the balance of nature.

Progress will be measured by follow-up questionnaires provided by the lecturers.

Project Description

In this project, the New York Herpetological Society sends a team of lecturers into each school. In sixth grade assemblies, they show slides as well as live reptiles and amphibians and explain their function in nature. Question and answer periods follow and questionnaires prepared by the lecturers are completed by the children. In addition, the team distributes lesson plans to the teachers of the participating classes, for pre and post lecture classroom activities.

District Number: 4

Total Budget: $5,899

Function Number: 39-1-6457

Number of Schools Involved
Elementary: 15
JHS and/or IS: 1

Project Personnel

4 Consultants

Number of Children Involved
Elementary: 430
JHS and/or IS: 50

Contact Person: Mrs. Alberta Jackson
Mr. James Howard

Telephone Number: 534-7735

ADMINISTRATIVE BUDGET

Primary Objectives

To assist the Title I-Urban Education Coordinator in providing supervision and coordination of Urban Education Quality Incentive Programs.

Project Description

A teacher, assigned, assists the Title I-Urban Education Coordinator in supervision and coordination of all facets of the Urban Education Program. He assists with training of personnel and maintaining supply orders. He observes programs, attends after-school conferences, and pre and post planning and evaluation.

District Number: 5

Total Budget: $24,428

Function Number: 41-1-6451

Number of Schools Involved
Elementary: 1

Project Personnel

1 Assistant Coordinator (full-time)
1 Clerk or Typist (full-time)

Contact Person: Mrs. Ann Mersereau

Telephone Number: 662-3600

HELPING TO FACILITATE TEACHING ABILITIES IN INNER CITY SCHOOLS

Primary Objectives

It is anticipated that the teachers and paraprofessionals will indicate a positive difference in attitudes based on a pre and post attitude scale which will relate to the child's relationship to teachers and paraprofessionals; the child's attitude toward teachers and the educational system; the teacher's relationship to paraprofessionals and to community attitude; and the paraprofessional's attitude to teachers, job specifications and community attitudes.

Project Description

The program is designed to involve community, university and teaching experiences. It offers both teachers and paraprofessionals the opportunity to relate with the sociology of the inner-city school system. There are 15 two-hour sessions of university courses, group workshops and lectures conducted from 3:00 to 5:00 p.m. for 30 teachers and ten paraprofessionals. Stress is on environment as seen by professionals and paraprofessionals and the effect upon reading and mathematics.

District Number: 5

Total Budget: $3,084

Function Number: 41-1-6455

Number of Schools Involved
JHS and/or IS: 1

Project Personnel

1 Assistant Principal (part-time)
4 Teachers (part-time)
1 Secretary (part-time)
5 Consultants (part-time)

Number of Children Involved
JHS and/or IS: 1,231

Contact Person: Mr. Ronald E. Alexander

Telephone Number: 427-0516

EXPERIMENTAL ELEMENTARY PROGRAM

Primary Objectives

To test, in practice, a program of innovative elementary education which shows promise of improving achievement of children in culturally deprived areas.

To provide experiential enrichment for children whose backgrounds may have impeded the development of their full potential.

To improve school-community interaction by providing for involvement of the community and professional staff in the design and implementation of the program.

Project Description

This program, Model A, features formal education beginning at the age of three and an extended school day for older children. A reduced teacher-pupil ratio and increased numbers of paraprofessionals make possible a team-teaching approach which emphasizes flexible grouping around individual pupils' characteristics, abilities and needs. A personnel team includes guidance counselors, psychologist, social worker and psychiatrist. Workshops and institutes are conducted for training of both the professional and paraprofessional staff.

An advisory council serves in all matters affecting school-community relations and the educational program. An incentive fund to encourage and support worthy educational projects proposed by the council in cooperation with the principal is also a facet of this model.

The school involved in this program is P.S. 194, Manhattan

District Number: 5

Total Budget: $1,227,400

Function Number: 18-04411
41-1-8401

Number of Schools Involved
Elementary: 1

Project Personnel

2 Assistant Principals (full-time)
53 Teachers (full-time)
3 Guidance Counselors (full-time)
1 School Secretary (full-time)
1 School Social Worker (full-time)
1 School Psychologist (full-time)
1 School Psychiatrist (part-time)
43 Educational Assistants (full-time)
1 Parent Program Assistant (full-time)

Number of Children Involved
Elementary: 885

Contact Person: Mrs. Ann Mersereau

Telephone Number: 662-3600

ADMINISTRATIVE PROJECT FOR STATE URBAN PROGRAMS IN DISTRICT 6

Primary Objectives

To effectively implement, supervise and evaluate State Urban Education programs in District 6.

To disseminate information to schools, parents, community members and the general public regarding these programs.

To involve the community in evaluation.

Project Description

The Administrative Project provides services to meet the needs of inner-city children in District 6. The coordinator and assistant coordinator aid in the implementation of all State Urban Education programs in the district and supervise and evaluate them as well. The target population consists of children who are between one and three years below grade level in reading and mathematics, who are in need of enrichment and who need more positive self-concepts. An additional assistant coordinator administers all aspects of the Saturday program.

District Number: 6

Total Budget: $27,501

Function Number: 43-1-6451

Number of Schools Involved
Elementary: 11
JHS and/or IS: 3

Project Personnel

1 Coordinator (full-time)
2 Assistant Coordinators (part-time)
1 Supervising Clerk (part-time)
1 Supervising Stenographer (part-time)
1 Clerk-Typist (full-time)

Number of Children Involved
Elementary: 3,184
JHS and/or IS: 1,816

Contact Person: Miss Marjorie Henderson

Telephone Number: 795-5400

BILINGUAL PROGRAM

Primary Objectives

To promote positive attitudes toward learning of bilingual students and parents and to help parents understand what school is trying to accomplish.

Eighty-five percent of the participants will improve attendance and will indicate improved school-family relationships.

On an attitudinal inventory, 85% of the students will show evidence of a more positive attitude toward school.

As a result of paraprofessional involvement, a better school-family relationship will be developed. It is expected that 85% of the parents who respond to a questionnaire distributed at the conclusion of the program will rate the Bilingual Program effective for their children.

Project Description

This program is designed to narrow the communication gap, between the home and the school, that is impeding the normal advancement of the Spanish-speaking child. Promotion of scholastic achievement is attained by encouraging parents to participate in school activities and arranging workshops for Parent Program Assistants to enable them to play positive roles in the home-school-community situation. The Parent Program Assistants visit the children's homes, meet with teachers and meet with members of parents' associations and with other interested members of the community. This fosters better understanding of the schools and is helpful to the bilingual teacher.

A social worker does intake screening, makes home visitations and referrals, prepares complete social case histories and participates in parent-teacher-community workshops.

The bilingual teacher is aided by three educational assistants who instruct small groups of children in language arts under teacher direction.

The program is supervised by the district coordinator and her assistant.

BILINGUAL PROGRAM
(continued)

District Number: 6

Total Budget: $142,636

Function Number: 43-1-6453

Number of Schools Involved
Elementary: 11
JHS and/or IS: 3

Project Personnel

1 School Social Worker (full-time)
1 Clerk or Typist (full-time)
16 Parent Program Assistants (full-time)
3 Educational Assistants (full-time)

Number of Children Involved
Elementary: 1,400
JHS and/or IS: 600

Contact Person: Miss Marjorie Henderson

Telephone Number: 795-5400

LIBRARY INCENTIVE

Primary Objectives

To afford children a more intimate association with books and other visual media and give them incentive to use books for information and pleasure.

To develop reading skills by means of increased motivation in reading books and thus help overcome retardation.

To develop research skills to improve academic achievement through broader use of books.

The participating educational assistants will be trained by the District Library Coordinator and, at the termination of the program, will be rated successful in performance of duties.

The children involved, will have better library services and will acquire basic library skills. At the conclusion of the program, 80% of the participants will score 75% or better on a basic library skills test, developed by District Library Coordinator (test-cognitive and degree to which children are reading more books).

Project Description

This program provides improved library services for elementary school children. Educational assistants participate in eight two-hour training periods to help them function effectively. They assist children by reading to them, helping them to locate books, working with them in small groups as they listen to taped stories. They also assist the librarian by showing filmstrips and by checking in new, unprocessed books, thus providing her with more instructional time.

District Number: 6

Total Budget: $36,067

Function Number: 43-1-6434

Number of Schools Involved
Elementary: 8

Project Personnel

6 Educational Assistants (full-time)
1 Supervisor of School Library Service (part-time)

Number of Children Involved
Elementary: 870

Contact Person: Miss Marjorie Henderson

Telephone Number: 795-3400

FAIR START

Primary Objectives

As a result of this program, of those students who fall in categories D and F in the New York City Language Scale, 80% will demonstrate an increment of one rating above that at which they entered.

As a result of this program, students will show a positive significant different attitude in respect to themselves, school and the community, as measured by pre and post measuring scales.

Project Description

The program operates during the regular school day under the supervision of the principal of each school involved. It is designed to meet special educational needs of children from homes with inadequate income and who, because of the language barrier, are not working up to potential. They are selected on the recommendation of the principal and staff on the basis of need for reading readiness or a range of six months to a year's retardation and are given assistance with solving language, social and health problems.

The bilingual reading teacher works with a group of approximately six children at a time. Each child is seen each day.

The guidance counselor determines the specific educational needs for each child and recommends programs for them.

Parents confer, individually, with both the guidance counselor and teacher regarding children's progress and needs.

District Number: 6

Total Budget: $205,851

Function Number: 43-1-6455

Number of Schools Involved
Elementary: 3
JHS and/or IS: 1

Project Personnel

4 Guidance Counselors (full-time)
4 Bilingual Reading Teachers (full-time)
5 Educational Assistants (full-time)
1 Clerk-Typist (full-time)

Number of Children Involved
Elementary: 600
JHS and/or IS: 300

Contact Person: Miss Marjorie Henderson

Telephone Number: 785-5400

HELPING HAND

Primary Objectives

As a result of services provided by this program, 80% of the participants will achieve grade level work, as determined by quarterly checks of subject grades; their absenteeism will be reduced by 30%; and they will develop a more positive attitude toward learning experiences and school personnel. On an attitudinal inventory, it is expected that 80% of the participants will achieve a positive significant difference.

Project Description

This program is intended to service pupils whose behavior may lead to their suspension or who are already on suspense. The project uses the services of a team consisting of a school social worker, a curriculum assistant and three parent program assistants, who work with school personnel in order to help devise preventative measures for potential suspense cases.

The project emphasizes individual and group methods in reaching and rehabilitating pupils. Included are consultations with teachers; workshops and case workers; educational programs for teachers and parents; initial and continuing orientation of the schools to the function and procedures to be utilized by the project team; and orientation of the team to the needs, climate, organization, curriculum and educational resources within the schools.

District Number: 6

Total Budget: $64,972

Function Number: 43-1-6456

Number of Schools Involved JHS and/or IS: 3

Project Personnel

1 Social Worker (full-time)
3 Parent Program Assistants (full-time)
2 Teachers (full-time)
1 Typist (full-time)

Number of Children Involved JHS and/or IS: 225

Contact Person: Miss Marjorie Henderson

Telephone Number: 795-5400

TRAINING TEAMS

Primary Objectives

As a result of training, 90% of the auxiliaries will be able to conduct small-group instruction, work audiovisual machines, help administer tests and assist classroom teachers in lessons.

As a result, 80% of the children are expected to improve one or more years in reading, mathematics, social studies and tool subjects, as measured by standardized tests.

Project Description

The project is designed to improve the educational services of elementary and junior high school pupils who meet the criteria of underachievement due to inadequate socio-economic conditions. It functions from 8:30 a.m. to 3:30 p.m. and includes initial training for new auxiliaries and continued systematic in-service training for all auxiliary personnel. The training is given by a teacher-coordinator and an auxiliary trainer who schedules two morning and two afternoon training sessions daily.

In addition, a senior liaison community worker assists with parent auxiliary and community district-wide activities. Workshops for parents, teachers and community members are conducted by a teacher. Training manuals are written with the aid of a consultant, for use in training sessions and workshops.

District Number: 6

Total Budget: $38,503

Function Number: 43-1-6457

Number of Schools Involved
Elementary: 11
JHS and/or IS: 3

Project Personnel

1 Teacher (full-time)
1 Teacher (part-time)
1 Consultant (16 three-hour sessions)
1 Auxiliary Trainer (full-time)
1 Senior Liaison Community Worker (full-time)
1 Clerk-Typist (full-time)

Number of Children Involved
Elementary: 7,220
JHS and/or IS: 1,968

Number of Teachers Involved
Elementary: 241
JHS and/or IS: 65

Contact Person: Miss Marjorie Henderson

Telephone Number: 795-5400

ENRICHMENT AND CULTURAL HERITAGE ACADEMY

Primary Objectives

Three hundred children will develop more positive attitudes toward people of different ethnic backgrounds, toward ethnic art and artists and toward themselves as creative individuals. Participants will also acquire basic factual knowledge in the areas of Hispanic and Black culture, music, dance, art, drama, film making and sports. Participants will be given pre and post tests, attitudinal and cognitive. It is anticipated that 80% of the participants will, at the termination of the program, demonstrate a significantly positive attitude toward ethnic artistic experiences and score 75% or better on a special test which measures the cognitive aspect.

Project Description

Those children, who meet the criteria of educational underachievement due to inadequate socio-economic conditions and who are interested, participate in this program which has two components. One component begins on September 19, 1970 and takes place on Saturdays from 9:00 a.m. to 5:00 p.m. on the campus of the City College of New York. Here the participants are given training for athletics that will enable them to enter tournaments in swimming, basketball, baseball, track and boxing. The activities include outdoor games in the Lewisohn Stadium and calisthenics in the gymnasium.

The second component begins on January 9, 1971 and takes place at P.S. 128 and P.S. 192 on Saturdays from 9:00 a.m. to 2:00 p.m. Here the children participate in experiences in art, music, film making, dance and drama.

Consultants who are recognized artists and performers in the Western Hispanic and American tradition are used as resource personnel.

ENRICHMENT AND CULTURAL HERITAGE ACADEMY
(continued)

District Number: 6

Total Budget: $50,229

Function Number: 43-1-6458

Number of Schools Involved
Elementary: 8
JHS and/or IS: 2

Project Personnel

16 Teachers (part-time)
2 Teachers-in-Charge (part-time)
2 Supervisors (part-time)
2 Guidance Counselors (part-time)
22 Educational Assistants (part-time)
2 School Aides (part-time)
1 Parent Program Assistant (part-time)
2 School Secretaries (part-time)

Number of Children Involved
Elementary: 288
JHS and/or IS: 72

Contact Person: Miss Marjorie Henderson Telephone Number: 795-5400

ADMINISTRATION

Primary Objectives

To coordinate the components of the Quality Incentive Program in order to insure their effectiveness.

To disseminate information about the programs.

Project Description

The coordinator visits all schools to observe the implementation of the programs and confers with the personnel involved. He records pertinent information for follow-up activities. He meets with the Community School Board, weekly, to provide information and to receive suggestions relating to the various district programs. He coordinates the various components of the Quality Incentive Program and is responsible for their administration. He meets regularly with the Community Superintendent to advise him of the progress of the programs and with district resource personnel to arrange for assistance in their field of expertise, and makes provision for needed supplies and materials.

District Number: 7

Total Budget: $31,940

Function Number: 45-1-6451

Number of Schools Involved
Elementary: 18
JHS and/or IS: 4

Project Personnel

1 District Coordinator (full-time)
1 Administrative Assistant (Secretarial) (full-time)

Number of Children Involved
Elementary: 25,668
JHS and/or IS: 7,332

Contact Person: Mr. George M. Cohen

Telephone Number: 635-5959

SUPPORTIVE TRAINING OF INEXPERIENCED AND NEW TEACHERS (STINT)

Primary Objectives

Through the use of Guided Self-Analysis, master teacher-trainers and audiovisual assistance, 160 to 200 new and inexperienced teachers will acquire the techniques of teaching reading and mathematics; classroom control; and lesson planning and implementation.

60% of the students will show a minimum gain of six months in reading and mathematics. Teacher turnover will be reduced by 30%.

Project Description

The project expects to improve the quality of instruction provided by new teachers through their exposure to a variety of techniques for motivating and developing skills. Workshops, small group conferences and individual conferences are some of approaches used in reaching the teachers. The latest multi-media materials are displayed and demonstrated as relevant sources in lesson planning.

The coordinator will plan, organize and supervise all teacher-training activities, in-service courses and after-school workshops for the district.

District Number: 7

Total Budget: $260,547

Function Number: 45-1-6452

Number of Schools Involved
Elementary: 20

Project Personnel

1 Principal (full-time)
18 Experienced Teachers (full-time)
1 Secretary (full-time)

Number of Children Involved
Elementary: 4,800

Number of Teachers Involved
Elementary: 160

Contact Person: Mr. George M. Cohen

Telephone Number: 292-5959

AFRO-AMERICAN CULTURE AND HISTORY

Primary Objectives

Approximately 30 teachers will be trained in techniques, methodology and content of Afro-American culture and history as measured by pre- and post-testing.

Approximately 900 fifth and sixth graders in seven schools will acquire knowledge of Afro-American culture and history as measured by pre-and post-testing.

Project Description

Stress, in this program, is on training teachers to provide classroom instruction in Afro-American and African culture and history as an integral part of the history and social science curriculum. In regularly scheduled conferences, grade and individual, teachers are trained in the use of the supplementary multi-media materials which were selected for this program during 1969-70. The training instruments also include sample program-prepared supplements to the curriculum, sample plans prepared by the district History and Social Science Committee and classroom demonstration lessons. These rich and varied current materials are used to give pupils an opportunity to develop the techniques of inquiry and discovery.

Under the direction of the auxiliary trainer, the educational assistants service both the teacher trainer and the classroom teacher by providing them with a current inventory of available materials and with the actual materials when requested. The auxiliary trainer and educational assistants disseminate information about the program to the parents and community and encourage parents and pupils to borrow books from the school library.

District Number: 7

Total Budget: $64,230

Function Number: 45-1-6453

Number of Schools Involved
Elementary: 7

Project Personnel

1 Coordinator (full-time)
1 Teacher (full-time)
1 Auxiliary Trainer (full-time)
4 Educational Assistants (full-time)

Number of Children Involved
Elementary: 10,000

Number of Teachers Involved
Elementary: 325

Contact Person: Mr. George M. Cohen

Telephone Number: 635-5959

HISPANIC HISTORY AND CULTURE

Primary Objectives

Approximately 30 teachers will be trained in techniques, methodology and content of Hispanic culture and history as measured by pre and post testing.

Approximately 900 fifth and sixth graders in seven schools will acquire knowledge of Hispanic culture and history as measured by pre and post testing.

Project Description

The program is conducted during the regular school day as an integral part of the history and social science program. A multi-media approach is used in order to give the pupils an opportunity to develop the techniques of inquiry and discovery. Rich and varied current materials in Puerto Rican and Hispanic history and culture, including books, records, pictures and filmstrips are used to reach the goal of the program.

A coordinator, a teacher, an auxiliary trainer and four educational assistants form a team which is responsible for developing model lesson plans and compiling materials for use by the classroom teachers. The teachers also are given an on-going program of training in techniques for use in their social studies lessons. The coordinator visits the schools to give demonstration lessons and to meet with teachers at grade and staff conferences and individually to offer suggestions for the effective use of all materials.

District Number: 7

Total Budget: $64,230

Function Number: 45-1-6454

Number of Schools Involved
Elementary: 19

Project Personnel

1 Coordinator (full-time)
1 Teacher (full-time)
4 Educational Assistants (full-time)
1 Auxiliary Trainer (full-time)

Number of Children Involved
Elementary: 20,000

Number of Teachers Involved
Elementary: 700

Contact Person: Mr. George M. Cohen

Telephone Number: 635-5959

TRIPLE S (SUPPORT, SERVICE, SAVE)

Primary Objectives

Approximately 60% of the group will be returned to the regular classroom after decision by competent personnel.

Those students with two or more years of reading retardation will show six months improvement and those on grade level will either maintain this level or attain a gain of six months.

Seventy-five percent of the students enrolled will show an increase in mathematics ability and 75% will show an increase in regular attendance.

Project Description

A special small class was formed for children who cannot function in a normal class of 30 students and who have been or would otherwise be suspended. These children, selected by the psychological team, remain in the special class from 8:30 a.m. to 2:30 p.m. daily for no less than a month nor more than six months. They receive instruction from a teacher and two educational assistants who are trained by the psychological team, from 2:30 to 3:00 p.m. The students are instructed individually and in small groups with emphasis on remedial reading and remedial mathematics. Audiovisual and programed materials are used, wherever possible, in order to motivate the children to renew their efforts to learn. The children also receive individual attention designed to support their feeling of worth and to help them adjust to school life. Trips and snacks are included in the program to help provide a warm and exciting atmosphere. Frequent parent meetings are conducted by the staff.

The psychological team determines which children should be referred to agencies and when children are ready to return to the regular classroom. They follow the progress of the latter group, maintaining direct contact with the students, parents and school to help assure successful adjustment.

TRIPLE S (SUPPORT, SERVICE, SAVE)
(continued)

District Number: 7

Total Budget: $52,752

Function Number: 45-1-6455

Number of Schools Involved
Elementary: 4
JHS and/or IS: 1

Project Personnel

1 School Psychologist (full-time)
1 Social Worker or Guidance Counselor (part-time)
2 Educational Assistants (full-time)
1 Secretary (full-time)
1 Consultant (10 days)

Number of Children Involved
Elementary: 24
JHS and/or IS: 6

Contact Person: Mr. George M. Cohen

Telephone Number: 635-5959

DISTRICT CAREER RESOURCE CENTER

Primary Objectives

Approximately 2,000 pupils in grades five, six, seven and eight, will acquire knowledge in the areas of range of occupations, the educational choices available and procedures for applying for jobs and for college admission. In post tests, it is expected that 50% of the participants will show an increase of 50% over their performance on pre tests.

As measured by pre and post testing, using an appropriate vocational maturity test, it is anticipated that 75% of the participants will score a satisfactory percentile rating with respect to vocational maturity.

Project Description

The District Career Resource Center services students, teachers, counselors and parents from selected elementary schools and the four junior high-intermediate schools in the district. The Center functions daily from 9:00 a.m. to 5:00 p.m. Career and educational information programs are conducted regularly with the cooperation of business and university personnel. All sessions, conducted at the Center, are taped and made available to schools.

A cooperative school/business project has a major corporation working actively with each junior high school. A career and educational library houses commercial, industrial and center-made materials and literature which is available to the participating schools as well as to parents. There are also facilities for using multimedia materials related to occupational awareness and educational planning.

The Center conducts training courses for teachers and counselors on Wednesdays from 3:50 to 5:10 p.m. and parent workshops from 11:00 a.m. to 12:00 noon.

Periodic visits to industrial locations and to colleges are made by the Coordinator, by parents and by students in order to provide first-hand knowledge of career opportunities. The Coordinator also visits selected career resource centers outside of New York to avail himself of the most efficient and effective methods already in practice and problems to be avoided.

DISTRICT CAREER RESOURCE CENTER

District Number: 7

Total Budget: $36,269

Function Number: 45-1-6456

Number of Schools Involved
Elementary: 4
JHS and/or IS: 4

Project Personnel

1 Guidance Counselor (full-time)
1 Secretary (full-time)
1 Teacher (part-time)
1 Educational Assistant (full-time)

Number of Children Involved
Elementary: 500
JHS and/or IS: 1,500

Contact Person: Mr. George M. Cohen

Telephone Number: 635-5959

DISTRICT ADMINISTRATIVE BUDGET

Primary Objectives

To work with staff and community in developing programs to meet the needs of the district.

To disseminate information to the community of the progress of State Urban funded programs.

Project Description

The district coordinator plans, organizes, supervises and administers all State Urban funded programs. He confers with the community superintendent, community corporations, the professional staff, parents, non-public schools and other community agencies. He revises and budgets programs and administers budget and supply allocations. He processes service reports of teachers and para-professionals and supervises workshops of all personnel. He supervises the maintenance of financial reports, assists in evaluation of all programs and disseminates the findings of educational and non-educational groups.

District Number: 8

Total Budget: $40,020

Function Number: 47-1-6451

Number of Schools Involved
Elementary: 17
JHS and/or IS: 6

Project Personnel

1 District Coordinator (full-time)
1 Stenographer-Clerk-Typist (full-time)

Number of Children Involved
Elementary: 23,000
JHS and/or IS: 9,000

Contact Person: Mr. Douglas Fraser

Telephone Number: 931-3360

EDUCATIONAL ASSISTANTS IN THIRD GRADE

Primary Objectives

Through the utilization of educational assistants to perform routine classroom tasks, classroom teachers will be freed to devote more time to developing the potential of their pupils. In addition, because of the presence of the educational assistants, there will be more opportunity for individualized instruction. As a result it is expected that 60% of the pupils will show a minimum gain of six months in reading and mathematics.

Through a training program, the educational assistants will acquire such skills as teaching handwriting in small groups, teaching reading phonetically and storytelling. To measure their attitudes, a questionnaire will be administered to teachers and paraprofessionals at the beginning and conclusion of the program.

Project Description

Each educational assistant works with a teacher of third grade daily from 9:00 a.m. to 3:00 p.m. They assist with clerical and administrative tasks thereby freeing the teachers to intensify their efforts to develop the potential among their pupils. Under the teachers' direction, they also supply individual and small-group remediation in fundamentals. They receive 80 hours of district-based training from a teacher trainer, in order to provide them with an awareness of their function and the skills necessary to perform effectively in the classroom. An assistant coordinator coordinates the activities of the teacher trainer with those of the classroom teacher in order to make the training more meaningful.

District Number: 8

Total Budget: $109,079

Function Number: 47-1-6452

Number of Schools Involved
Elementary: 9

Project Personnel

1 Assistant Coordinator (part-time)
1 Teacher Trainer (part-time)
9 Secretaries (part-time)
27 Educational Assistants (part-time)

Number of Children Involved
Elementary: 2,700

Contact Person: Mr. Douglas Fraser

Telephone Number: 931-3360

MATHEMATICS LABORATORIES

Primary Objectives

To improve achievement in Mathematics among the pupils involved. As a result, based on pre and post testing, using different forms of the Metropolitan Test of General Abilities, it is expected that 90% of these children will show a gain of one or more years in mathematics achievement.

Project Description

The mathematics laboratories utilize calculation, computation, Madison Project materials, Dienes and Nuffield materials. These include a series of games and devices which the students use on an individual basis, in problem solving. Approximately thirty students at a time are scheduled for two forty-minute periods weekly for laboratory activities related to mathematics currently being taught in the classroom. A new curriculum, involving "Form Chart" procedures, enables low achievers to solve complicated problems through the use of calculators. These procedures help pupils understand the concepts involved in these problems by learning how the calculators make their calculations.

Several classes, composed of students with mathematical talent, use the laboratories, weekly, to solve a variety of problems related to their units of study and to learn the basic processes involved in the use of the computer.

Twelve two-hour sessions after 3:00 p.m. are conducted by a teacher trainer for teachers new to the program. Educational assistants, trained during the first week of the program, are assigned to each school.

District Number: 8

Total Budget: $230,484

Function Number: 47-1-6453

Number of Schools Involved
Elementary: 5
JHS and/or IS: 4

Project Personnel

8 Teachers (full-time)
1 Teacher Trainer (part-time)
16 Educational Assistant (full-time)

Number of Children Involved
Elementary: 3,385
JHS and/or IS: 1,695

Contact Person: Mr. Douglas Fraser

Telephone Number: 931-3360

EARLY CHILDHOOD CENTERS

Primary Objectives

To improve the ability to use language functionally. At least 90% of the participants will show a positive increase on the Board of Education Child Development Scale and Checklist on Language Development. There will be a statistically significant improvement in the scores of this test at the .05 level for all participants, as measured by Sandler's A test.

To improve perceptual and cognitive skills. The same criteria as applied to the first objective will be applied to the Psychological Corporation Test of Concepts.

To improve social skills. This will be measured, using the same criteria, by the Board of Education Child Development Scale and Checklist, using the Personal, Social and Motor Scales.

Project Description

Two Early Childhood Centers provide four-year-old children with the opportunity to develop the language, thinking, emotional and physical skills that will equip them for later educational experiences. The classroom teacher is responsible for the development and implementation of a sound curriculum based on child development through extensive and intensive first-hand experiences and the use of multimedia materials. The teacher is assisted in the classroom by an educational assistant and a family worker. The children attend class for three hours daily, either morning or afternoon, and have a half-hour for lunch. One family assistant services both classes and works closely with the Parent Advisory Council.

District Number: 8

Total Budget: $62,771

Function Number: 47-1-6454

Number of Schools Involved
Elementary: 2

Project Personnel

12 Teachers (full-time)
2 Educational Assistants (full-time)
2 Family Workers (full-time)
1 Family Assistant (full-time)

Number of Children Involved
Elementary: 68

Contact Person: Mr. Douglas Fraser

Telephone Number: 931-3360

EDUCATION FOR THE PREVENTION OF DRUG ADDICTION

Primary Objectives

To alert the youth and other community residents to the dangers of narcotic abuse. As a result of the program the participants are expected to create a plan of action for combatting addiction in their neighborhood.

To provide parents and teachers with the means of identifying drug users and experimenters so that they may refer them to available agencies for help. As a result an increase of 10% is expected in the number of youths who volunteer for treatment at narcotic shelters.

Project Description

The Narcotics Coordinators conduct 20 workshops for youths from 3:00 to 5:00 p.m. and 30 parent education meetings from 7:00 to 10:00 p.m. Films, using local residents and familiar scenes are created for use at these sessions. The content of the workshops is designed to provide in-depth knowledge of the narcotics abuse problem in the district, recognition of drug users and their methods of operation and the civil and criminal aspects of addiction. Resource personnel, consultants and field trips are included to vitalize the program. Newsletters, pamphlets and brochures, produced in English and Spanish, are distributed in order to circulate the truth about drug addiction.

The Project Director supervises and coordinates all workshops, organizes field trips, standardizes instruction, contacts consultants and resource personnel and orders materials.

District Number: 8

Total Budget: $48,050

Function Number: 47-1-6455

Number of Schools Involved
Elementary: 17
JHS and/or IS: 6

Project Personnel

1 Project Coordinator (part-time)
24 Coordinators (part-time)
25 Educational Assistants (part-time)
8 Consultants

Number of Children Involved
Elementary: 24,000
JHS and/or IS: 8,000

Contact Person: Mr. Douglas Fraser

Telephone Number: 931-3360

WORD POWER LEAGUE

Primary Objectives

To train and motivate junior high and intermediate students toward academic enrichment and intensive preparation in all subject areas. As a result, 80% of the participating pupils are expected to maintain grades higher than 80% in all subject areas.

To train and motivate junior high school pupils to pass entrance examinations for specialized high schools: to enter the academic course in general high schools or to prepare toward seeking scholarships. As a result, 90% of the pupils will apply for admission to one of the stated types of programs and 75% of them will attain their goals.

Project Description

Four junior high school teachers aided by two educational assistants provide instruction from 3:00 to 5:00 p.m. three times weekly in English, mathematics, science and foreign language. They prepare the students involved in two schools, for entrance to academic and special high schools. The educational assistants and student aides are students who attend special high schools or colleges or who are in college-bound courses in academic high schools. They are selected from among alumni of the junior high schools in which they work. Two guidance counselors aid the students with personal problems and with high school placement. Each school is supervised by a teacher-in-charge.

District Number: 8

Total Budget: $42,189

Function Number: 47-1-6456

Number of Schools Involved
JHS and/or IS: 2

Project Personnel

2 Teachers-in-Charge (part-time)
8 Teachers (part-time)
16 Educational Assistants/Student Aides (part-time)
2 Guidance Counselors (part-time)

Number of Children Involved
JHS and/or IS: 60

Contact Person: Mr. Douglas Fraser

Telephone Number: 931-3360

OVERAGE - ESL CLASSES

Primary Objectives

To provide bilingual instruction in the subject areas to pupils with little or no ability to speak or understand English. As a result, it is expected that 80% of the pupils involved will improve two quality levels as rated on the Puerto Rican Study Language Classification Scale.

They will also show improvement equal to one year in the major subject areas, as measured on the Inter-American Test of General Abilities.

Project Description

A self-contained vestibule class, conducted at each of five junior high schools, is composed of 15 pupils who have no knowledge of English, are overaged for their class placement, have been in the country less than two years and who are underachieving. In each class, one teacher, aided by one educational assistant, teaches four major subject areas bilingually, with emphasis on learning the English language. To vitalize instruction, the teachers lean heavily on field trips, first-hand experiences, audio-visual materials, and language laboratories. The students participate with other classes in such activities as physical education.

District Number: 8

Total Budget: $133,281

Function Number: 47-1-6457

Number of Schools Involved
JHS and/or IS: 5

Project Personnel

5 Teachers (full-time)
5 Educational Assistants (full-time)

Number of Children Involved
JHS and/or IS: 75

Contact Person: Mr. Douglas Fraser

Telephone Number: 931-3360

DISTRICT READING CLINIC

Primary Objectives

To improve the reading ability of pupils suffering from severe emotional or behavioral problems by supplying clinical facilities not available in the schools.

To identify pupils suffering from severe reading disabilities or for whom such disabilities are predictable.

The children involved in the program will be expected to show an improvement in reading level of from two months to two years, depending upon the length of time they participate. The improvement will be measured by either the Metropolitan Achievement or the Gates-McKillop Individual Reading Test.

Project Description

Reading teachers work with groups of six to eight pupils for two one-hour sessions weekly. Individual sessions are scheduled for pupils who are too disturbed to work effectively in a group. Through diagnosis by a clinical team consisting of a psychiatrist, psychologist and psychiatric social worker who are not funded under the State Urban Education Program, the reading teacher is able to ascertain the most effective means of teaching each child according to his specific reading difficulty. The team also works with each child's family in an effort to promote better understanding of his problems. Reading Resource Rooms for school personnel are set up in each school and serviced by the Special Reading Services Program.

District Number: 8

Total Budget: $81,393

Function Number: 47-1-6458

Number of Schools Inolved
Elementary: 5

Project Personnel

3 Teachers (full-time)
1 Typist or school secretary (full-time)

Number of Children Involved
Elementary: 300 - 600

Contact Person: Mr. Douglas Fraser

Telephone Number: 931-3360

LINCOLN CENTER STUDENT PROGRAM

Primary Objectives

To inspire pupils to develop their own creativity by providing opportunities for productive communication between students and artists. As a result, 75% of the participating pupils will become more directly involved in school productions. This will be determined by observation and by an activity scale.

To increase knowledge of performing arts by introducing the students to a variety of performances. It is expected that 80% of the participating students will, as a result, volunteer to attend performances of concerts and operas. An activity scale to measure this will be set up by the Performance Chairman.

Project Description

Five in-school performances of music, drama, dance, opera and film are prepared and presented to 200 pupils by professional artists from Lincoln Center for the Performing Arts. School personnel conduct classroom/auditorium orientation sessions related to each performance. Educational materials and program notes, prepared by Lincoln Center, are distributed to the students for study.

Selected students participate in a series of classroom workshops, with specially trained and experienced Lincoln Center resource personnel assisting the teachers.

Ninety selected students attend performances at one of the halls or theaters of Lincoln Center.

Outstanding pupils participate in a Student Awards program which includes the opportunity to attend additional performances at the Center.

District Number: 8

Total Budget: $31,808

Function Number: 47-1-6459

Number of Schools Involved
Elementary: 2
JHS and/or IS: 6

Project Personnel

Members of the Lincoln Center Staff

Number of Children Involved
Elementary: 400
JHS and/or IS: 1,200

Contact Person: Mr. Douglas Fraser

Telephone Number: 931-3360

AFTERSCHOOL COMMUNITY AFFAIRS LEAGUE AND NEWSLETTER

Primary Objectives

To enrich the social studies curriculum of eighth grade students by providing them with the opportunity to study the background of their communities in depth. As a result, it is expected that 80% of the participants will earn grades of 85% or better as indicated on their report cards.

To develop skills of critical thinking and research skills. It is expected that, as a result, 70% of the students will maintain grades of 80% or better in all major subject areas. It is anticipated that they will show a gain of one year or more as measured on the Metropolitan Test of General Achievement.

Project Description

Three times weekly, from 3:00 to 5:00 p.m., eighth grade pupils study their communities, as a means of vitalizing their social studies curriculum. They are taken on tours of community landmarks and at school, work on research projects related to the landmarks visited. They study the causes of their community's present condition and the effects of that condition on the psychological and sociological aspects of the lives of the residents. In addition, under teacher guidance, the students publish a newsletter designed to inform the community about educational and community events. This includes research findings gathered by the students and educational news of each of the three dissimilar communities represented.

District Number: 8

Total Budget: $27,590

Function Number: 47-1-6460

Number of Schools Involved
JHS and/or IS: 3

Project Personnel

1 Teacher-In-Charge (part-time)
4 Teachers (part-time)
1 Secretary (part-time)

Number of Children Involved
JHS and/or IS: 270

Contact Person: Mr. Douglas Fraser

Telephone Number: 931-3360

TEEN-AGE HEADSTART

Primary Objectives

To give teenage girls constructive work experience and help them determine their future careers. It is expected that 80% of the participants will develop a better self-image and a positive career goal, as determined by teacher-made attitudinal scales and self-rating inventories.

To give academically retarded girls increased guidance service and remediation. It is expected that 75% of the participants will improve by one year in mathematics and reading as measured by the Metropolitan Test of General Abilities.

To develop, in pre-school children, the ability to use language functionally through tutoring by the teen-age girls. The extent of improvement will be measured through administration of the Board of Education Child Development Scale, supplemented by an observation checklist.

Project Description

Thirty teenage girls, selected by the guidance counselors, participate in a daily two-part after-school program. On a rotating basis, five girls are assigned each day to work with a group of approximately 25 six-year-old children from 3:00 to 5:00 p.m. under the supervision of an early childhood teacher. They assist the teacher and lead the youngsters in directed activities. The remainder of the girls participate in a remedial and enrichment program, with emphasis on mathematics and reading, utilizing SRA kits, library books, programmed and teacher-made materials. Much of the work done from 9:00 a.m. to 3:00 p.m., in their regular classrooms, relates to their after-school work experiences.

A guidance counselor cooperates with the teacher in providing a strong corrective program, concentrating on areas wherein these girls demonstrate academic deficiency. An educational assistant works with the guidance counselor, acting as liaison with the teen-age girls' homes as well as assisting with the six-year-olds, as needed.

TEEN-AGE HEADSTART
(continued)

District Number: 8

Total Budget: $15,977

Function Number: 47-1-6461

Number of Schools Involved
Elementary: 1
JHS and/or IS: 1

Project Personnel

1 Guidance Counselor (part-time)
1 Teacher (part-time)
1 Educational Assistant (full-time)
5 Teen-age Students (part-time)
1 Secretary (part-time)

Number of Children Involved
Elementary: 25
JHS and/or IS: 30

Contact Person: Mr. Douglas Fraser

Telephone Number: 931-3360

SCIENCE INTEREST DEVELOPMENT PROJECT

Primary Objectives

To provide disadvantaged pupils with a challenge to explore scientific ideas and their application beyond the usual school curriculum. As a result of this project, 97% of the pupils involved will submit original projects for entry in the Bronx Science Fair.

To improve knowledge of and interest in scientific principles. As a result of this project, 100% of these pupils will maintain a science grade higher than 85% on their report cards. These grades will be measured by teacher-made tests.

Project Description

Pupils with special interest are selected for this program which takes place from 3:00 p.m. to 5:00 p.m. three times weekly. The teachers arrange individual programs for each student, which include laboratory work, conferences, research and project development activities. Each student has full use of his school's laboratory facilities, under teacher supervision. As a result of research, each student completes a project, a scientific paper or a display model and each has an opportunity to enter a project in his school, district and/or borough-wide fair competition.

District Number: 8

Total Budget: $21,198

Function Number: 47-1-6462

Number of Schools Involved
JHS and/or IS: 6

Project Personnel

1 Teacher-in-Charge (part-time)
6 Teachers (part-time)
6 Laboratory Specialists (part-time)
6 Educational Assistants (part-time)
1 Teacher-Aide (part-time)

Number of Children Involved
JHS and/or IS: 90

Contact Person: Mr. Douglas Fraser

Telephone Number: 931-3360

GUIDANCE SERVICES FOR WORKING PARENTS

Primary Objectives

To supply guidance services for working parents who cannot otherwise contact school guidance personnel during the day.

As a result of this project 50% of the pupils whose parents avail themselves of this service will qualify for promotion at the end of the school year, as judged by teachers' estimates and by qualifying on standardized testing devices.

Project Description

A guidance center, accessible to the target schools, operates as a walk-in referral service to accommodate working parents who have children in the selected schools. The center is open from 3:00 p.m. to 10:00 p.m. from Mondays through Fridays. Parents are either referred to the center by the guidance counselors of their children's schools or they seek help there on their own. The guidance counselor at the Center interviews parents and children, individually and/or in groups for the purpose of determining their needs. She plans for such continued service, where indicated, as group counseling, workshops and referral to agencies. A social worker confers with the guidance counselor for the purpose of selecting appropriate referral agencies and evaluating progress. A family assistant makes home visits to obtain family identifying data and to conduct screening interviews.

District Number: 8

Total Budget: $20,243

Function Number: 47-1-6463

Number of Schools Involved
Elementary: 6
JHS and/or IS: 1

Project Personnel

1 Guidance Counselor (full-time)
1 Social Worker (part-time)
1 Family Assistant (full-time)
1 Clerk/Typist/Stenographer (part-time)

Number of Children Involved
Elementary: 160
JHS and/or IS: 40

Contact Person: Mr. Douglas Fraser

Telephone Number: 931-3360

DISTRICT ADMINISTRATIVE BUDGET

Primary Objectives

To facilitate the planning, organization and administration of Quality Incentive Programs throughout the district.

To monitor the implementation of programs in accordance with design incorporated in proposal.

To maintain detailed records of pupils, materials and equipment.

Project Description

The administrative staff consists of a coordinator and a clerk-typist. The coordinator travels throughout the district to supervise and evaluate the programs. He visits other school systems and colleges to observe programs and gain ideas for adaptation for future district projects. Attendance at local and other conferences such as the American Society for Curriculum Development and the New York State Conference on Humanities and the Arts is an important aspect of his responsibilities. The clerk-typist assumes responsibility for all clerical duties and correspondence which relate to the district programs; for the distribution of materials to the school and the community; and for the typing and duplication of proposals.

District Number: 9

Total Budget: $35,881

Function Number: 49-1-6451

Number of Schools Involved
Elementary: 20
JHS and/or IS: 5

Project Personnel

1 Coordinator (full-time)
1 Clerk-Typist (full-time)

Number of Children Involved
Elementary: 26,401
JHS and/or IS: 8,493

Contact Person: Mr. Anton J. Klein

Telephone Number: 588-6708

ASSISTING STUDENTS WITH SERIOUS BEHAVIOR PROBLEMS

Primary Objectives

To return to a normal class setting 30% of the 120 pupils who have participated in the program for at least six months and who have attended 75% of the sessions.

To increase the academic achievement in reading and mathematics of 90% of those pupils who return to a normal class setting as measured by their ability to achieve grade level promotions.

To increase the academic achievement in reading and mathematics of 80% of those students who remain in the class, and who attend 75% of the sessions, by a mean score growth of four months in each area.

To achieve a 70% positive change in attitude toward school, academic achievement, peers, etc. in 80% of the 120 pupils attending 75% of the sessions as measured by a series of pre-and post-tests designed by Bureau of Educational Research.

Project Description

The project is designed to provide intensive academic and counseling services for 120 disruptive students. Two teachers and one educational assistant are assigned to each of eight classes, organized among six schools. Class size is limited to 15 students.

Remedial instruction in reading and mathematics helps to correct the two-year retardation in these subjects. Trips within and outside the City are integrated into the program as a part of the total learning experience. The newest in texts, supplies and perceptual materials are purchased as further motivation to maintain the interest of the students.

District Number: 9

Total Budget: $452,906

Function Number: 49-1-6452

Number of Schools Involved
Elementary: 3
JHS and/or IS: 3

Project Personnel

16 Teachers (full-time)
1 Psychologist (full-time)
1 Guidance Counselor (full-time)
1 Project Coordinator (full-time)
8 Educational Assistants (full-time)
1 Family Assistant (full-time)

Number of Children Involved
Elementary: 75
JHS and/or IS: 45

Contact Person: Mr. Anton J. Klein

Telephone Number: 588-670

EXTENSION OF NON-GRADED CLASSES

Primary Objectives

To improve the reading and mathematics achievement of 80% of the 480 pupils, attending 75% of the sessions, by a mean score of six months as measured by a series of pre and post tests devised by Bureau of Educational Research.

To improve the Language Arts skills of 80% of the 480 pupils, attending 75% of the sessions, as measured by their ability to meet specific criteria incorporated in post test devised by the evaluating agency.

To increase social and emotional growth of 80% of the 480 pupils, attending 75% of the sessions, in areas of interaction with peers, work habits, verbalization, self-confidence as measured by the testing instrument devised by Bureau of Educational Research.

Project Description

The success of each non-graded class is predicated in part on the effectiveness of the individualized and small-group instruction which is offered the five, six, and seven-year old pupils who have been placed together because of potential interest and need. Inservice training, which is mandated for the teachers, includes the development of skill in the preparation of learning tools and in the adaptation of materials to meet the need of the individual. An effort is made to acquaint teachers with the techniques for handling and resolving some problems, and referring others.

Curriculum planning is done cooperatively by the classroom teachers and the resource teachers, each of the latter being responsible for four classes. In addition the resource teacher serves as a coordinator of her four classes; arranging trips, ordering and distributing books and materials, participating as a team teacher, and helping to set up evaluative procedures.

District Number: 9

Total Budget: $103,720

Function Number: 49-1-6453

Number of Schools Involved
Elementary: 2

Project Personnel

16 Classroom Teachers (tax levy funds)
4 Resource Teachers
4 Educational Assistants

Number of Children Involved
Elementary: 500

Contact Person: Mr. Anton J. Klein

Telephone Number: 588-6708

NARCOTICS UNHOOKED

Primary Objectives

To help pupils gain a body of knowledge through the integration of narcotics information into the Social Studies and Language Arts curriculum. The success of this can be measured if 70% of those in attendance 50% of the time attain a score of 75% on a test administered at the end of the program.

To help pupils change self-destructive behavioral patterns by providing an alternate outlet of small-group interaction sessions, the effectiveness of which will be indicated by a 25% improvement on an attitudinal test as compared to the pre-program scores achieved on a similar test.

Project Description

This program has been designed for a three-fold attack on the narcotics addiction problem: orientation of teachers and educational assistants through in-service training; dissemination of specific information on drugs to all pupils on grades four through nine and the creation of guidance-oriented small-group sessions for a selected target group of eighth-grade students.

The 15-session two-hour in-service program has as its main objective the training of the participants, in techniques and approaches for the implementation of a basic drug curriculum to prepare them as group leaders in their respective schools. The training also prepares them to detect narcotics users in the school and to accumulate a body of accurate and timely information for transmittal to the pupils in their groups.

All pupils in grades 4-9 are programmed for one 45-minute period for each of a total of 20 weeks. They receive instruction pertaining to narcotics and drug abuse; write and produce narcotics prevention drama; listen to representatives from addiction agencies and former addicts; visit centers and see plays such as King Heroin performed by addicts.

Five hundred eighth-grade pupils who are potential behavior problems or who have given evidence of such participate in small-group sessions numbering 15, conducted by workers trained by the guidance supervisor. The sessions operate on the group-therapy principle, giving the students a school setting in which it is acceptable for them to express their feelings of anxiety, frustration and anger without being penalized, and then to be directed toward more positive alternatives for resolving the causes of these problems.

NARCOTICS UNHOOKED
(continued)

Visits to rehabilitation centers and attendance at productions whose plots are "drug oriented" are some of the trips made outside the immediate community. The tape recorder can play an important part in group therapy; consequently it is used extensively here, for recall of conversations, to check responses and as a barometer of progress or regression.

District Number: 9

Total Budget: $72,062

Function Number: 49-1-6454

Number of Schools Involved
Elementary: 20
JHS and/or IS: 5

Project Personnel

1 Teacher-Coordinator (full-time)
3 Teachers (full-time)
1 Clerk-Typist (full-time)

Number of Children Involved
Elementary: 26,500
JHS and/or IS: 8,500

Contact Person: Mr. Anton J. Klein

Telephone Number: 588-6708

MATHEMATICS LABORATORY FOR I.S. 148X

Primary Objectives

To increase the mathematics skills of 80% of 300 pupils who attend 75% of the sessions, by at least a month per month growth as evidenced by change in achievement test scores (pre and post test).

To motivate the underachiever in mathematics to the extent that interest and incentive to learn increase in 90% of the 300 pupils who attend 75% of the sessions as measured by the reduction in "cutting" and the improvement in attendance.

To develop skills in the use of modern mathematics resources, materials and machines by the participants in the training program as evidenced by their increased use of the laboratory and by their improvement as observed in instructional situations.

Project Description

Twenth sixth grade classes each numbering 15 pupils are programmed for work in the Mathematics Laboratory twice each week. Re-programming of the members of the Mathematics Department provides the Lab with two teachers, each of whom serves 20 periods weekly with an educational assistant assigned on a full-day basis.

The Laboratory is equipped with programmers, calculators, textbooks and programmed learning materials. Activity cards are used for independent work and drill tapes for work with groups of six to eight. Games and puzzles are used as motivating factors as well as learning devices. The equipment is portable making it also possible for teachers of special classes to use it with the pupils in their own classrooms.

Ten after-school sessions of in-service training are conducted by the mathematics chairman. All teachers of mathematics, health conservation and CRMD attend these sessions with the educational assistants.

District Number: 9

Total Budget: $47,468

Function Number: 49-1-6456

Number of Schools Involved
JHS and/or IS: 1

Project Personnel

1 Teacher (part-time)
1 Educational Assistant (full-time)

Number of Children Involved
JHS and/or IS: 390

Contact Person: Mr. Anton J. Klein

Telephone Number: 49-1-6456

DISTRICT ADMINISTRATIVE BUDGET

Primary Objectives

To provide for personnel and services for the planning, implementation and supervision of all State Urban Education programs.

To provide for the coordination of activities of all participating groups - professional staff, community groups, vendors and Central Board of Education.

Project Description

The District Coordinator works directly with the Community Advisory Committee and the Community Superintendent's staff in developing, coordinating, implementing and evaluating all State Urban proposals. She consults with both lay and professional persons at all appropriate stages of the Urban Education Project. The coordinator is also responsible for supervising the operation of the programs. She serves as a liaison between the Office of Funded Programs at the Central Board and her own district office. The coordinator is assisted by a school secretary and typist. Dissemination of information about programs is provided to the community and schools.

District Number: 10

Total Budget: $27,948

Function Number: 51-1-6451

Number of Schools Involved
Elementary: 17
JHS and/or IS: 7

Project Personnel

1 District Coordinator (full-time)
1 School Secretary (full-time)
1 Typist (part-time)

Number of Children Involved
Elementary: 19,023
JHS and/or IS: 7,977

Contact Person: Mrs. Sandra Lerner

Telephone Number: 884-1005

STRENGTHENING BASIC SKILLS IN JUNIOR HIGH SCHOOLS

Primary Objectives

To provide diagnostic services in the basic skills of reading and mathematics.

To provide laboratory-type learning environments for the remediation of diagnosed disabilities in reading and mathematics.

To accelerate the rate of students' growth in reading and mathematics, by an amount greater than that achieved in the preceding year as measured by the Metropolitan Achievement Test.

Project Description

The project has two components. The first component functions in each of the seven junior high schools and is created to encourage motivation in mathematics through the use of hand operated and electric calculators. The curriculum is, of necessity, highly structured in order to achieve effective articulation with the composition of the component. Administrators, teachers and community representatives work together to prepare the curriculum. It includes goals, description of machines, outline of lesson sequence, model lesson plans and types and sources of materials.

The second component is a diagnostic reading laboratory in Junior High Schools 45, 80 and 143 organized to serve those students who are at least two years retarded in reading and who rank lowest on the Metropolitan Achievement Test. Groups of 15-30 visit the laboratory throughout the school day. Each group is scheduled for a total of seven and a half hours weekly.

In-service training is a responsibility of the project director. The sessions are held during the teachers' preparation periods and are ongoing throughout the school year.

District Number: 10

Total Budget: $53,286

Function Number: 51-1-6452

Number of Schools Involved
JHS and/or IS: 7

Project Personnel

1 Teacher (full-time)
10 Educational Assistants (full-time)

Number of Children Involved
JHS and/or IS: 1,400

Contact Person: Mrs. Sandra Lerner

Telephone Number: 884-3364

READING DIAGNOSTIC CENTER

Primary Objectives

To improve the reading achievement of second grade pupils through an intensive program of diagnosis and remedial instruction so that at least 75% of the group will attain grade level by the end of instruction or by the end of the second year.

To improve the reading achievement of these children so that statistically significant differences in mean gains from pre-test to post-test between groups of participating and non-participating pupils will be noted in standardized test performance.

To train professional and paraprofessional staff to conduct diagnostic and remedial procedures effectively to the extent that at least 75% of the participants will rate the program as "good."

Project Description

The Reading and Diagnostic Center program has two components at P.S.46 and P.S.32 accommodating a total of 250 second and third-grade pupils throughout the District. Pupils are bussed from their respective schools. Each center has the services of a teacher and paraprofessionals to administer diagnostic tests to determine deficit areas, and programs are structured with enough flexibility for adaptation to the individual.

The paraprofessionals assist the teacher with small group and individual instruction. Provision is made for materials, supplies, equipment, repair, and teacher carfare for inter-school visitations.

District Number: 10

Total Budget: $47,368

Function Number: 51-1-6453

Number of Schools Involved
Elementary: 2

Project Personnel

Number of Children Involved
Elementary: 250

1 Teacher (full-time)
1 Teacher (part-time)
6 Educational Assistants (full-time)
1 Family Worker (full-time)

Contact Person: Mrs. Sandra Lerner

Telephone Number: 884-1005

MULTI-SENSORY STATIONS

Primary Objectives

To improve the performance in reading by providing mobile carts especially suited to remedial small group and individualized instruction to the degree that participating children will show a mean increment of eight months as measured by the Metropolitan Achievement Test used in a pre-test/post-test design, and acceleration of growth as indicated by a significant positive difference between expected and actual gains.

To train paraprofessionals in care and use of materials; in helping teachers use materials; and in maintenance of records.

To train teachers in the use of new instructional materials and media, and in use of paraprofessional assistance.

Project Description

Seven elementary schools accommodating 2,000 pupils are participating in this project. They are equipped with mobile carts which contain equipment and instructional materials for remediation of specific needs of a selected group. The program's design encourages learning corners in classrooms for small group instruction; individualizes instruction by gearing materials to needs, both in the multi-sensory group and in smaller class group; uses audio-visual equipment with all pupils in the project.

One full-time teacher and 12 educational assistants, each working five hours, are employed. Supplies and materials are provided to replace expendable materials.

District Number: 10

Total Budget: $61,422

Function Number: 51-1-6454

Number of Schools Involved
Elementary: 7

Project Personnel

1 Teacher (full-time)
12 Educational Assistants (full-time)

Number of Children Involved
Elementary: 2,000

Contact Person: Mrs. Sandra Lerner

Telephone Number: 884-1005

GUIDANCE INTERIM CLASS

Primary Objectives

To provide temporary special classes and extra services for those children unable to adjust to regular classroom situation and for those returning from institutional care.

To improve the school adjustment and academic performance by means of individualized remedial instruction.

To provide appropriate school placement as indicated by continued adjustment of children in schools to which they are assigned.

Project Description

The project is housed in two classrooms at P.S. 95 and serves the entire district. The facility accommodates a maximum of 60 pupils at any one time. It is designed to help students, who have had a superintendent's suspense hearing or who have returned from institutions, overcome or minimize their educational, social or emotional problems.

Small classes, individualized instruction, supportive counseling and follow-up after reassignment are some of the techniques used to help the students adjust to the routines of the classroom. The team consisting of a guidance counselor, teacher and two educational assistants take part in program planning, parent education and home visits.

District Number: 10

Total Budget: $42,210

Function Number: 51-1-6455

Number of Schools Involved
Elementary: 17
JHS and/or IS: 7

Project Personnel

1 Guidance Counselor (full-time)
1 Teacher (full-time)
2 Educational Assistants (full-time)

Number of Children Involved
Elementary: 20
JHS and/or IS: 40

Contact Person: Mrs. Sandra Lerner

Telephone Number: 884-1005

BILINGUAL BICULTURAL PROGRAM

Primary Objectives

To have classes composed of non-Spanish children and children of Spanish background learn basic conversational Spanish.

To develop positive attitudes toward language among non-Spanish children.

To improve the attitudes of children of Spanish background toward themselves and their abilities.

To develop among members of the Spanish-speaking community, a greater sense of identification with the school.

Project Description

In this project approximately 1,500 elementary school students both English-speaking and Spanish-speaking provide each other with reciprocal services in building language mastery. Ten bilingual educational assistants help the classroom teachers in introducing and implementing this conversational Spanish program. The teacher assigned to coordinate the project works cooperatively with the English as a Second Language teacher in the orientation, training and supervision of the educational assistants and prepare special teaching materials for the group.

An aim of the program is to minimize the uncomfortable feeling, often sensed, among students learning English as a second language by developing positive attitudes toward second language learning and culture.

District Number: 10

Total Budget: $53,065

Function Number: 51-1-6456

Number of Schools Involved
Elementary: 5

Project Personnel

1 Teacher (full-time)
10 Bilingual Educational Assistants (full-time)

Number of Children Involved
Elementary: 1,500

Contact Person: Mrs. Sandra Lerner

Telephone Number: 884-1005

LIVING SCIENCE CENTER

Primary Objectives

To increase the awareness of fifth grade children to the role of science in our society, particularly as related to ecology, by means of learning experiences involving trips to the Bronx Zoo, and related lectures, films and classroom demonstrations.

To motivate children to greater classroom participation and to more successful performance in related subject areas such as Language Arts and Social Studies.

Project Description

The 800 pupils involved in this project get practical science experience by using the natural environs of the Bronx Zoological Park. The learning experience here brings about a broader comprehension of the world and its changes and the need for maintaining an ecological balance. These children who do not ordinarily have the opportunity of interaction with an environment other than their own are given insight into the crucial problems of their present surroundings and asked to observe and weigh them critically.

The teachers assigned to the program schedule trips which include the homeroom teacher, lead tours, give demonstrations, plan and prepare materials, give guidance on individual projects. They also conduct pre-trip workshops for classroom teachers and supply them with background materials.

District Number: 10

Total Budget: $34,341

Function Number: 51-1-6457

Number of Schools Involved
Elementary: 6

Project Personnel

2 Teachers (full-time)

Number of Children Involved
Elementary: 800

Contact Person: Mrs. Sandra Lerner

Telephone Number: 884-1005

DEVELOPMENT PROGRAM IN CURRICULUM AND PERSONNEL

Primary Objectives

To develop in prospective teachers an understanding of the needs of the disadvantaged child and knowledge of techniques and materials to meet these needs to the extent that ratings of good or higher will be received from director, evaluator and cooperating teachers.

To establish a Learning Resource Center for the maintenance and distribution of equipment and materials, the quality and effectiveness of which will be measured and rated by a curriculum specialist and the evaluator.

To originate procedures for the development, reproduction and distribution of curricular materials, and to so implement these procedures that they can be measured as good or better by a curriculum specialist.

Project Description

The project consists of two components. The first is aimed at an on-the-job orientation of 72 college students to meet the needs and interests of the disadvantaged pupil, to motivate the underachiever by providing him with individualized instruction from the student teacher and finally, to expose these prospective teachers to the reality of the school problems which they will encounter. Under supervision, and with the benefit of the thinking of skilled consultants, techniques for maximizing the effectiveness of individualized approaches are explored.

Workshops are conducted for cooperating teachers. An educational assistant and an aide assist the teacher-in-charge and cooperating classroom teachers.

The second component offers approximately 11,00[illegible]ndergarten to ninth grade pupils new learning resources and experienc[illegible] which are expected to effect changes in achievement, attitude and be[illegible]avior. Specially designed innovative curriculum materials are used as an incentive to evoke pupil interest and participation.

DEVELOPMENT PROGRAM IN CURRICULUM AND PERSONNEL

District Number: 10

Total Budget: $45,876

Function Number: 51-1-6458

Number of Schools Involved
Elementary: 13
JHS and/or IS: 4

Project Personnel

1 Teacher-Trainer (part-time)
1 Audio Visual Supervisor (part-time)
1 Teacher (part-time)
1 School Secretary (part-time)
8 Consultants (subject matter) (full-time)
1 Educational Assistant (full-time)

Number of Children Involved
Elementary: 6,000
JHS and/or IS: 3,000

Contact Person: Mrs. Sandra Lerner

Telephone Number: 884-3364

YOUNG AUDIENCES PUPIL PROGRAMS

Primary Objectives

It is hoped that upon conclusion of the concert series at least 50% of the pupils will have developed a greater appreciation of good music as shown by their willingness to listen to recommended programs of music on radio and/or television.

Upon conclusion of the series, the pupils will have shown their understanding and appreciation of the musical contributions of five major composers through the research reports done as follow-up activities.

Upon conclusion of the concert series at least one-half of the pupils, through their follow-up research reports, will show greater understanding of the families of instruments and the types in each family, the historical development of at least one family and biographical data about one great instrumentalist.

Project Description

Participating pupils attend a series of three live concerts presented in their schools by Young Audiences. Both the content and the instrumentation are determined by the agency. Pupils receive pre-concert preparation which includes discussions about the group and the music to be heard, and the instruments which will be used. Pre and post concert questionnaires are used to measure the impact of the series. As a follow-up, the children are asked to do research reports on various topics related to music.

All services furnished by Young Audiences are on a consultant basis.

District Number: 10

Total Budget: $5,513

Function Number: 51-1-6459

Number of Schools Involved
Elementary: 10

Number of Children Involved
Elementary: 3,500

Contact Person: Mrs. Sandra Lerner

Telephone Number: 884-1005

ASSISTING STUDENTS WITH SERIOUS BEHAVIOR PROBLEMS

Primary Objectives

To offer students, identified as having serious behavior problems and are involved in potential or actual drug abuse, continuing and uninterrupted advisement, consultative, and remediation services throughout the summer months and during the school year.

To provide intensive consultative services to the parents of these students during evening hours so that the aberrant behavior patterns of the pupils can be discussed and courses of action found which involve the entire family unit.

To provide remedial instruction in reading or mathematics so that these pupils will improve their level of achievement.

Project Description

This project is designed to provide special assistance to students with serious behavior problems of the pre-delinquency type which often lead to drug abuse. The effectiveness of this program can be measured only by preserving the continuity of services offered by a group of specialists to parents and pupils. Consequently, the program operates uninterruptedly on a twelve-month basis.

Personnel offer individual and group counseling; agency contacts where needed; training sessions for family workers to prepare them for making home visits; remedial reading or mathematics for students; parent workshops, and preparation of evaluation questionnaire and scales.

Students and parents receive services in three-day sessions and one evening session per week during the summer and three evenings per week from 6 to 9 p.m. during the winter. Parents, pupils and family workers' fares are paid. The winter program is expanded to include four junior high schools instead of the two used in the summer.

The composition of the project in each school is determined by a screening and referral process conducted by guidance and supervisory personnel of those students most in need of supportive help.

ASSISTING STUDENTS WITH SERIOUS BEHAVIOR PROBLEMS
(Continued)

District Number: 11

Total Budget: $17,916

Function Number: 53-1-6452

Number of Schools Involved
JHS and/or IS: 4

Project Personnel

Number of Children Involved
JHS and/or IS: 400

Summer
1 General Assistant (full-time)
1 Assistant Principal (full-time)
6 Teachers (full-time)
1 Psychologist (full-time)
1 Supervisor (full-time)
1 School Secretary (full-time)
1 Typist (full-time)
4 Family Assistants (full-time)

Contact Person: Mr. Clement E. Finkelstein Telephone Number: 828-4200

PAN-ACADEMIC UPLIFT AT J.H.S. 142, BRONX

Primary Objectives

To improve the abilities of low achievers in reading, mathematics, library skills and other work study skills so that they may advance at a normal academic rate in these areas.

To enable marginal academic pupils from low income families to maintain themselves in the academic subjects so that they are integrated into the academic program of the school.

To build confidence as well as competency in lower ability students and encourage aspirations toward academic and higher learning experiences.

Project Description

This project involves 300 under and marginal-achieving students at J.H.S. 142, Bronx, many of whom were referred by the guidance counselor or the teacher. Many of these pupils are minority group members since the school is composed of 60% minority group children coming from low or low-middle income families. Building their confidence as well as motivating them towards higher academic learning experiences and skills are some of the goals of the program. Intensive instruction should raise their level of competitive strength in art, music, quantitative thinking, mathematics, earth science and laboratory work in science.

The program operates from 3:00 to 5:00 p.m. three afternoons each week for a total of 90 sessions during the school year.

District Number: 11

Total Budget: $21,067

Function Number: 53-1-6453

Number of Schools Involved
JHS and/or IS: 1

Project Personnel

1 Assistant Principal as Coordinator (part-time)
8 Teachers (part-time)
1 School Secretary (part-time)

Number of Children Involved
JHS and/or IS: 300

Contact Person: Mr. Clement E. Finkelstein

Telephone Number: 828-4200

LINCOLN CENTER STUDENT PROGRAM

Primary Objectives

To introduce a cross section of students from racially balanced junior high schools to a wide variety of performing arts experience in order to increase their understanding and appreciation of these arts under circumstances which will be most apt to stimulate the development of a life-long interest.

To increase students' involvement in the performing arts through a series of encounters with specialists and assisting artists in classroom workshops.

To provide a coordinated and meaningful program for each participating school in order to foster the introduction of the performing arts into the curriculum as a component of the humanities.

Project Description

The project has two phases for the students; first, orientation before each of the five in-school performances in music, dance, drama, opera, film; and secondly, field trips by groups of students to Lincoln Center to attend performances. In each instance the Center prepares and supplies study guides, program notes and educational material helpful to the student and to his teacher. A selected group of interested students attend the workshops conducted by Lincoln Center resource personnel. Many of these students are later candidates for the Student Award Program.

Lincoln Center also offers in-service education in the performing arts to teachers through meetings and workshops, thereby preparing them to assist with the orientation of the students and the coordination of the student programs.

The Lincoln Center package, as the program described herein is called, costs $3,500 for each in-school performance plus a field trip. Five packages would therefore total $17,500.

District Number: 11

Total Budget: $19,294

Function Number: 53-1-6454

Number of Schools Involved
JHS and/or IS: 5

Project Personnel

Lincoln Center Personnel

Number of Children Involved
JHS and/or IS: 1,000

Contact Person: Mr. Clement Finkelstein

Telephone Number: 828-4200

YOUNG AUDIENCES PUPIL PROGRAM

Primary Objectives

The performances are designed to expose pupils to a variety of experiences which will introduce them to the diversity and form of instrumental capabilities and musical composition so that:

At least 50% of the pupils will develop greater appreciation of good music as shown by their willingness to listen, and to have listened to at least two recommended radio and/or TV programs.

At least 25% of the pupils will improve their attitudes toward cultural performances as measured by responses to a pre- and post-administered locally-developed questionnaire.

At least 50% of the pupils will understand and appreciate the lives of five major composers and their musical contributions as shown by research reports which are part of the follow-up classroom activities.

Project Description

This project offers cultural enrichment to a large number of elementary pupils in grades 4-6 who otherwise would not share these experiences. Young Audiences bring a series of three in-school instrumental and vocal professional performances, each of which is preceded by background discussion of the expected performance and followed by critique and evaluation.

It is expected that research on composers, reports, related radio listening or television viewing will be integrated into the teacher's lesson plan or center of interest.

District Number: 11

Total Budget: $5,292

Function Number: 53-1-6455

Number of Schools Involved
Elementary: 10

Project Personnel

Young Audience staff

Number of Children Involved
Elementary: 3,500

Contact Person: Mr. Clement E. Finkelstein

Telephone Number: 828-4200

IMPROVEMENT OF COMPUTATIONAL SKILLS THROUGH A MATHEMATICS LABORATORY APPROACH

Primary Objectives

To improve the computational skill of 1,500 pupils in grades three through six through the use of a comprehensive, individualized instructional program utilizing diverse mathematical materials and the services of trained paraprofessionals so that:

Twenty-five percent of the pupils who are retarded one year or more, as measured by standardized tests given at the beginning of the program, will gain at least six months in computational skills.

Thirty-five percent of the pupils who are retarded between four months and one year, as measured by standardized tests given at the beginning of the program, will gain at least eight months in computational skills.

Ninety percent of those pupils on grade level, as measured by standardized tests given at the beginning of the program, will gain at least one year in computational skills.

Project Description

An intensive mathematics laboratory approach was initiated in Public Schools 76, 78, 97 and 111 for the express purpose of upgrading the computational skills of a selected number of pupils in grades 3-6. Pupils whose retardation in mathematics range from four months to over one year, as determined by pre-testing with the Metropolitan Achievement Test, are participants in the project.

Eight trained and experienced educational assistants help the teachers with individualized instruction and arithmetic remediation in an effort to accelerate the pupils' progress to more difficult concepts. They orient children in the correct use of materials; notify teachers when pupils are having difficulty with computations so that the sequence of their instruction can be changed, and are responsible for escorting pupils to and from classrooms used for the project.

Each school is provided with enough additional materials and supplies to implement the program.

IMPROVEMENT OF COMPUTATIONAL SKILLS THROUGH
A MATHEMATICS LABORATORY APPROACH
(continued)

District Number: 11

Total Budget: $31,929

Function Number: 53-1-6456

Number of Schools Involved
Elementary: 4

Project Personnel

7 Educational Assistants (full-time)
1 Educational Associate (full-time)

Number of Children Involved
Elementary: 1,500

Contact Person: Mr. Harry Reiss

Telephone Number: 828-4200

SUB-DIVIDED GRADES PROGRAM AT I.S. 144, BRONX

Primary Objectives

The lowest quartile of achievers in each grade will have their reading levels raised by an average of six months, as measured by pre and post testing.

The lowest quartile of achievers in each grade will have their mathematics levels raised by an average of five months, as measured by pre and post testing.

Referrals to the office of the Dean for disruptive behavior will be reduced by one-third as compared to the pre-program number of such referrals.

Project Description

Forty sixth and seventh grade classes at I.S. 144, Bronx are subdivided into groupings of four class clusters, with each cluster organized around a team of teachers each of whom is licensed in one of the four major subject areas. Each of the four classes in a cluster meets with the same four teachers for Language Arts, Mathematics, Science and Social Studies. The teacher is given an additional non-teaching period to work with the others on her team in planning curriculum for the group and for the individual.

They confer about pupils; see parents as a group and meet with family assistants and aides for the preparation of instructional materials. The addition of three teachers makes the team meetings, and the special instructional services possible.

The benefits which accrue from this form of organization are better pupil relationships, greater pupil motivation, more personalized, flexible, individualized and effective instructional programs.

SUB-DIVIDED GRADES PROGRAM AT I.S. 144, BRONX
(continued)

District Number: 11

Total Budget: $35,864

Function Number: 53-1-6457

Number of Schools Involved
JHS and/or IS: 1

Project Personnel

3 Teachers (full-time)
1 School Secretary (full-time)
2 Family Assistants (full-time)
2 School Aides (full-time)

Number of Children Involved
JHS and/or IS: 575

Contact Person: Mr. Clement E. Finkelstein Telephone Number: 828-4200

AN "OPEN DAY" CLASSROOM AT J.H.S. 113 BRONX

Primary Objectives

As a result of this program 50% of the students who are retarded one or more years in reading achievement will, as measured by a pre and post test, have gained at least seven months.

As a result of this program 50% of the students who are retarded two or more years in achievement in computational skills, will, as measured by a pre and post test, have gained at least five months.

As a result of this program, there will be a one-third reduction in the number of referrals to the Office of the Dean or outside agencies for behavioral maladjustment as compared with the pre-program period number of such referrals.

Project Description

The project aim is to help the "total child" by motivating him to upgrade his achievement in the curriculum areas and by using a guidance-oriented approach in reaching him. Fifteen to 20 students are taught by two teachers in a self-centered classroom. Curriculum areas are made relevant by drawing on the pupil's life experience, current problems facing him, the community and the family. He is given the opportunity to explore all major subject areas in an unstructured fashion at his own pace and not limited by the bell. The teacher, in his supportive and encouraging role, acts as a guide in helping the student to locate sources of information, to draw and evaluate conclusions, and to share his findings with his classmates.

Many trips are planned: trips for reinforcement of curriculum; trips for cultural experiences, trips within the community to local businesses -- all will broaden their horizons. Listening, speaking and reading skills are also improved through these trips, as well as concept formation.

District Number: 11

Total Budget: $15,865

Function Number: 53-1-6458

Number of Schools Involved
JHS and/or IS: 1

Project Personnel

2 Teachers (full-time)
2 Family Assistants

Number of Children Involved
JHS and/or IS: 20

Contact Person: Mr. Clement E. Finkelstein

Telephone Number: 828-4200

EXPERIMENTAL ELEMENTARY PROGRAM

Primary Objectives

To test, in practice, a program of innovative elementary education which shows promise of improving achievement of children in culturally deprived areas.

To provide experiential enrichment for children whose backgrounds may have impeded the development of their full potential.

To improve school-community interaction by providing for involvement of the community and professional staff in the design and implementation of the program.

Project Description

This program, Model D, provides for greater accountability of the school to parents, combined with improved parent education and home-school liaison. An Evening Child Guidance Center allows for greater involvement with parents who are unable to visit the school during the regular hours.

The model emphasizes prevention of learning disabilities through early diagnosis and identification of potential problem learners and the introduction of corrective educational programs.

A program for teacher moms employs community adults, under teacher direction, to assist children on a one-to-one basis and high school students to assist them on a one-to-one basis in an after-school program.

An instructional resources center includes information on such topics as innovative programs and the use of new materials as well as provision for assisting the teachers in developing self-designed materials. A research, development and training unit carries, among its responsibilities, curriculum development, evaluation and staff training.

A school advisory council serves in all matters affecting school-community relations and educational programs. An incentive fund, to encourage and support worthy educational projects proposed by the council in cooperation with the principal, is also a facet of this model.

EXPERIMENTAL ELEMENTARY PROGRAM
(continued)

District Number: 11

Total Budget: $516,144

Function Number: 18-04411
53-1-8404

Number of Schools Involved
Elementary: 1

Project Personnel

Number of Children Involved
Elementary: 1,000

17 Teachers (full-time)
2 Teachers (part-time)
1 Guidance Counselor (full-time)
1 School Secretary (full-time)
3 School Secretaries (part-time)
1 School Psychologist (full-time)
1 School Psychologist (part-time)
1 School Social Worker (part-time)
1 Parent Program Assistant(full-time)
25 Educational Assistants (part-time)
3 Family Assistants (full-time)
1 Family Assistant (part-time)
15 Student Aides (part-time)

Contact Person: Miss Carmella Nesi

Telephone Number: 828-4200

EXPERIMENTAL ELEMENTARY PROGRAM

Primary Objectives

To test, in practice, a program of innovative elementary education which shows promise of improving achievement of children in culturally deprived areas.

To provide experiential enrichment for children whose backgrounds may have impeded the development of their full potential.

To improve school-community interaction by providing for involvement of the community and professional staff in the design and implementation of the program.

Project Description

This program, Model B, provides individualization of instruction to meet the needs of every child. This involves diagnosis of the rate of learning, preferred learning experiences and personal characteristics of all pupils. It also provides for continuing qualitative assessment of each child's progress.

Clustered classes allow for group planning and other facets of team teaching. Junior Guidance and/or other special classes are provided to meet the needs of children with special problems.

An instructional resources center includes information on such topics as innovative programs and the use of new materials as well as provision for assisting the teachers in developing self-designed materials. A research, development and training unit carries, among its responsibilities, curriculum development, evaluation and staff training.

A school advisory council serves in all matters affecting school-community relations and educational programs. An incentive fund, to encourage and support worthy educational projects proposed by the council in cooperation with the principal is also a facet of this model.

EXPERIMENTAL ELEMENTARY PROGRAM
(continued)

District Number: 12

Total Budget: $855,677

Function Number: 18-04411
55-1-8402

Number of Schools Involved
Elementary: 1

Project Personnel

Number of Children Involved
Elementary: 1,200

3 Assistant Principals (full-time)
20 Teachers (full-time)
5 School Psychologists (full-time)
1 School Psychologist (part-time)
1 School Social Worker (full-time)
3 School Secretaries (full-time)
51 Educational Assistants (full-time)
1 Parent Program Assistant (full-time)

Contact Person: Dr. Edythe J. Gaines

Telephone Number: 299-9300

EXPERIMENTAL ELEMENTARY PROGRAM

Primary Objectives

To test, in practice, a program of innovative elementary education which shows promise of improving achievement of children in culturally deprived areas.

To provide experiential enrichment for children whose backgrounds may have impeded the development of their full potential.

To improve school-community interaction by providing for involvement of the community and professional staff in the design and implementation of the program.

Project Description

This program, Model A, features formal education beginning at the age of three and an extended school day for older children. A reduced teacher-pupil ratio and increased numbers of paraprofessionals make possible a team-teaching approach which emphasizes flexible grouping around individual pupils' characteristics, abilities and needs. A personnel team includes guidance counselors, psychologist, social worker and psychiatrist. Workshops and institutes are conducted for training of both the professional and paraprofessional staff.

An advisory council serves in all matters affecting school-community relations and the educational program. An incentive fund to encourage and support worthy educational projects by the council in cooperation with the principal is also a facet of this model.

The school involved in this program is P.S. 67, Brooklyn.

District Number: 13

Total Budget: $874,792

Function Number: 18-04411
57-1-8401

Number of Schools Involved
Elementary: 1

Project Personnel

Number of Children Involved
Elementary: 1,270

1 Assistant Principal (full-time)
35 Teachers (full-time)
2 Guidance Counselors (full-time)
1 School Secretary (full-time)
1 School Psychiatrist (part-time)
1 School Social Worker (full-time)
1 School Psychologist (full-time)
52 Educational Assistants (full-time)
1 Parent Program Assistant (full-time)
1 School Aide (full-time)

Contact Person: Mr. Charles Trice

Telephone Number: 834-8905

ADMINISTRATIVE BUDGET

Primary Objectives

To organize, administer, supervise, and monitor all State Urban Education projects in the district.

To act as a liaison between project personnel and the agencies and personnel of the Board of Education.

To formulate, publicize and implement effectively all Quality Incentive Programs.

Project Description

The coordinators render a variety of services to the district and the district office, among them the preparation and writing of all proposals, periodic visits to projects to observe and evaluate the implementation of their programs; and the maintenance of training programs for teacher-trainers, paraprofessionals, teachers. In addition, they order, receive, and distribute supplies and equipment; keep records of payrolls, and imprest funds, and act as liaison between the Community School Board and the staffs of the district's Quality Incentive Programs.

District Number: 14

Total Budget: $35,378

Function Number: 59-1-6451

Number of Schools Involved
Elementary: 21
JHS and/or IS: 5

Project Personnel

1 Coordinator (full-time)
1 Assistant Coordinator (part-time)

Number of Children Involved
Elementary: 19,965
JHS and/or IS: 9,035

Contact Person: Mr. Ted Lonoff

Telephone Number: 387-4537

SUPPORTIVE TRAINING FOR INEXPERIENCED AND NEW TEACHERS (STINT)

Primary Objectives

To provide supportive services to new and inexperienced teachers in planning, class control, methodology and curriculum.

To provide a success factor by giving on-the-job immediate help when it is needed.

To capitalize on the experience and expertise of the master teacher by expanding his effectiveness to reach nine new teachers; and through the new teachers provide a much improved learning situation for the children they teach.

To decrease staff turnover by increasing immediate supportive help to new and inexperienced teachers.

Project Description

A master teacher is assigned to each of the 19 elementary schools as a teacher-trainer responsible for the orientation and training of nine new and inexperienced teachers. On-the-job instruction in some facet of classroom management, school routines, lesson planning, teaching techniques, methodology, and disciplinary procedures is provided daily. Workshops, frequent individual conferences, and demonstration lessons give reinforcement, clarification and practical application of the above areas of training.

The high level of the teacher-training program is maintained not only by the efforts of the teacher-trainers and school administrators but by the supervision of the project coordinator who also serves as a resource person.

District Number: 14

Function Number: 59-1-6452

Project Personnel

19 Teacher Trainers (full-time)

Total Budget: $380,696

Number of Schools Involved
Elementary: 20

Number of Children Involved
Elementary: 5,400

Number of Teachers Involved
Elementary: 180

Contact Person: Mr. Ted Lonoff

Telephone Number: 387-4537

NATIONAL ENVIRONMENT (FIRE ISLAND)

Primary Objectives

Through participation in a week of concentrated ecological activities, participants will show knowledge and understanding of geology and wildlife of Fire Island, erosion and astronomy.

Through participation students will demonstrate 10% higher achievement in the fifth grade science curriculum than non-participating students.

Project Description

A total of 240 fifth-grade pupils from eight special service schools with 16 teachers, 32 paraprofessionals and the district science coordinator are scheduled in groups of 30 over an eight-week period to spend one week at the Fire Island Seashore Study Center. During their stay the pupils receive regular instruction in each subject area from the classroom teachers, and the science coordinator teaches them about the effects of the ocean on the dunes and the ecology involved in the bay, the ocean, the dunes and the Sunken Forest.

Much of the equipment, although unusual, is in keeping with the program: insect nets, aquatic nets, fishing equipment, binoculars.

All of the personnel participating in the program receive pre-planning orientation and contribute to the post-planning sessions. What may be considered fringe benefits for the students are the overnight camping experience which otherwise might never be available and the social values which develop from living together.

District Number: 14

Total Budget: $34,256

Function Number: 59-1-6453

Number of Schools Involved
Elementary: 8

Project Personnel

Number of Children Involved
Elementary: 240

8 Substitute Teachers (part-time)
16 Teachers (part-time)
1 Teacher-Coordinator (part-time)
1 School Secretary (part-time)
32 Educational Assistants or Teacher Aides (part-time)

Contact Person: Mr. Ted Lonoff

Telephone Number: 387-4537

EXPERIMENTAL ELEMENTARY PROGRAM

Primary Objectives

To test, in practice, a program of innovative elementary education which shows promise of improving achievement of children in culturally deprived areas.

To provide experiential enrichment for children whose backgrounds may have impeded the development of their full potential.

To improve school-community interaction by providing for involvement of the community and professional staff in the design and implementation of the program.

Project Description

This program, Model D, provides for greater accountability of the school to parents, combined with improved parent education and home-school liaison. An Evening Child Guidance Center allows for greater involvement with parents who are unable to visit the school during the regular hours.

The model emphasizes prevention of learning disabilities through early diagnosis and identification of potential problem learners and the introduction of corrective educational programs.

A program for teacher moms employs community adults, under teacher direction, to assist children on a one-to-one basis and high school students to assist them on a one-to-one basis in an after-school program.

An instructional resources center includes information on such topics as innovative programs and the use of new materials as well as provision for assisting the teachers in developing self-designed materials. A research, development and training unit carries, among its responsibilities, curriculum development, evaluation and staff training.

A school advisory council serves in all matters affecting school-community relations and educational programs. An incentive fund, to encourage and support worthy educational projects proposed by the council in cooperation with the principal, is also a facet of this model.

EXPERIMENTAL ELEMENTARY PROGRAM
(continued)

District Number: 14

Total Budget: $506,723

Function Number: 18-04411
59-1-8404

Number of Schools Involved
Elementary: 1

Project Personnel

Number of Children Involved
Elementary: 1,162

18 Teachers (full-time)
2 Teachers (part-time)
1 Guidance Counselor (full-time)
2 Teacher Trainers (part-time)
1 School Secretary (full-time)
1 School Secretary (part-time)
2 School Psychologists (part-time)
2 School Social Workers (part-time)
28 Educational Assistants (full-time)
1 Educational Assistant (part-time)
1 Parent Program Assistant (full-time)
1 Family Assistant (part-time)
15 Student Aides (part-time)

Contact Person: Mr. Albert Goldstein

Telephone Number: 497-0139

ADMINISTRATIVE BUDGET

Primary Objectives

To provide for the personnel and services needed for the planning, implementation and supervision of all State Urban Education Programs.

To provide for the coordination of activities of all participating groups (professional staff, schools, community groups and the Central Board of Education.)

Project Description

The District Administrative personnel plan, write and assist in the implementation of the New York State Urban Education Programs, according to the needs and aspirations of the community. They screen applicants for paraprofessional positions and process their applications. The coordinators also supervise the ordering of supplies, oversee the preparation of payrolls and the distribution of supplies and coordinate the components of the program so as to avoid gaps in service and duplication of efforts. The assistant coordinators' major areas of responsibility include attending advisory committee meetings and professional conferences and serving as liaison with parent and community groups with the Central Board of Education and with the District Community School Board. The secretary prepares requisitions and payrolls, types correspondence and performs routine clerical tasks.

District Number: 15

Total Budget: $24,824

Function Number: 61-1-6451

Number of Schools Involved
Elementary: 20
JHS and/or IS: 5

Project Personnel

1 Coordinator (full-time)
1 Coordinator (part-time)
2 Assistant Coordinators (part-time)
1 Secretary (part-time)

Number of Children Served
Elementary: 18,708
JHS and/or IS: 7,463

Contact Person: Dr. J. Glassman

Telephone Number: 875-4198

DIAGNOSTIC READING CLINIC

Primary Objectives

At the end of the year, 75% of the children receiving services for five months or more will score a mean gain of seven months or more as measured by a standardized reading test.

At the end of the year, 75% of the children receiving services for five months or more will demonstrate a positive attitude to school as determined by evaluations of the psychologist and classroom teachers.

At the end of the year, 50% of the children with severe perceptual difficulties who receive services will have received treatment by the Optometric Center of New York, 122 East 25 Street, New York City.

Project Description

Children from Grades 1-6, referred by the classroom teacher, are screened for background information and are given a battery of standardized tests by the reading teacher and school psychologist. Those who evidence reading disability or for whom failure is predicted are selected to attend the reading clinic. They meet twice a week, for approximately an hour in groups of four to six or individually, with a reading teacher for instruction in such reading skills as listening, comprehension and word recognition. Diagnosis is ongoing and changes in group placement are made as necessary. The psychologist meets twice a week, with those children who he feels can benefit from therapy.

The reading teacher assists the classroom teacher in planning for those children in the program by providing techniques and materials to use in the classroom.

The educational assistants, assigned to help the reading teacher, and the classroom teachers receive training through demonstrations and conferences, given by the teacher-trainer.

The reading teachers and the teacher-trainer receive a one-week orientation program at the Bureau of Special Reading Services.

DIAGNOSTIC READING CLINIC
(continued)

District Number: 15

Total Budget: $76,989

Function Number: 61-1-6453

Number of Schools Involved
Elementary: 11

Project Personnel

2 Teachers (full-time)
1 Teacher-Trainer (full-time)
2 Educational Assistants (full-time)
1 Clerk-Typist (part-time)

Number of Children Involved
Elementary: 910

Contact Person: Mr. Kal Hartstein

Telephone Number: 875-4175

SPANISH INSTRUCTION FOR ENGLISH SPEAKING PUPILS

Primary Objectives

One hundred per cent of the English-speaking pupils enrolled in the program will gain a basic Spanish vocabulary and will be able to speak and understand elementary phrases and simple sentences in Spanish.

One hundred per cent of the pupils enrolled in the program will gain insight into the problems of the Spanish-speaking youngster and will gain a knowledge of his cultural heritage as measured by teacher-made tests and interviews.

Project Description

Four full-time teachers, with fluency in Spanish, teach elementary Spanish and cultural heritage to English-speaking children twice each week, during the school day, for periods of 45 minutes each. Each teacher services two schools. An educational assistant, assigned to work with each teacher, prepares and distributes materials, checks pupils' progress and gives small-group instruction under the teacher's supervision.

District Number: 15

Total Budget: $80,021

Function Number: 61-1-6455

Number of Schools Involved
Elementary: 8

Project Personnel

4 Teachers (full-time)
4 Educational Assistants (full-time)

Number of Children Involved
Elementary: 1,200

Contact Person: Dr. J. Glassman

Telephone Number: 875-4198

TEACHING ENGLISH TO SPANISH-SPEAKING PUPILS

Primary Objectives

One hundred per cent of the Spanish-speaking pupils who score "D," "E" or "F" on the language fluency scale will achieve a rating of at least one phase higher on the language frequency scale, will gain an awareness of educational opportunities offered by the school and community, as determined by pupil, parent and teacher interviews, and will gain oral communication skills to a degree requisite for success in the regular classroom as determined by the teacher.

Project Description

Each bilingual teacher teaches English to Spanish-speaking children in two schools. Those children who score "D," "E" or "F" on the language fluency scale are given intensive English instruction. The priority is given to children in grades three to six. An educational assistant, provided to each teacher, helps with preparation and distribution of materials, small-group instruction and keeping of records of pupil progress. A full-time teacher coordinates the program so as to avoid duplication, provides teacher-training during school hours and serves as liaison with community groups. Close articulation is effected between the bilingual teachers and the classroom teachers of the children enrolled in the program.

District Number: 15

Total Budget: $127,238

Function Number: 61-1-6456

Number of Schools Involved
Elementary: 10

Project Personnel

1 Coordinator (full-time)
5 Teachers (full-time)
5 Educational Assistants (full-time)

Number of Children Involved
Elementary: 250

Contact Person: Dr. J. Glassman

Telephone Number: 875-4198

HOMEWORK HELPER

Primary Objectives

One hundred per cent of the pupils, enrolled in the program, will improve their record of completed homework assignments, as compared to their previous record.

Ninety per cent of the pupils, enrolled, will improve their reading achievement by one year or more, as measured by standardized tests.

One hundred per cent of the pupils, enrolled, will improve their attitude toward school, as determined by pupil, teacher and parent interviews.

Project Description

This program is an after-school effort to give individual assistance to elementary and junior high school pupils in need of help with basic skills. Approximately 15 high school and college students are employed as tutors at each participating school and serve five days weekly from 3:15 to 5:15 p.m. under the direction of a master teacher. Before tutoring begins they attend a series of orientation sessions and, in addition, receive training every Friday. Pupils attend twice weekly, Monday and Wednesday or Tuesday and Thursday. One educational assistant is assigned to each teacher to help in the preparation and distribution of materials and supplies. One assistant principal supervises the entire program. Preparation of requisitions and payrolls, as well as other clerical tasks are performed by secretaries.

District Number: 15

Total Budget: $77,898

Function Number: 61-1-6459

Number of Schools Involved
Elementary: 5
JHS and/or IS: 3

Project Personnel

1 Assistant Principal (part-time)
8 Teachers (part-time)
8 Educational Assistants (part-time)
120 Student Aides (part-time)
7 School Secretaries (part-time)

Number of Children Involved
Elementary: 120
JHS and/or IS: 90

Contact Person: Dr. J. Glassman

Telephone Number: 875-4198

RETURN TO SCHOOL PROGRAM

Primary Objectives

As a result of this program, 25% of the pupils who have been receiving service for at least four months will return to school.

As a result of this program, 50% of the pupils who return to school will achieve grade level promotion.

As a result of this program there will be a mean increase in attendance of 20% for pupils who participated for at least four months as compared with their attendance prior to their participation.

As a result of this program there will be a significant change in attitude toward school on the part of 50% of the pupils who participated for at least four months. The change in attitude will be measured by a comparison of scores on a pre and post administration of an attitude scale such as the Minnesota Multiphasic Inventory.

Project Description

This program takes place daily from 9:00 a.m. to 3:00 p.m. at a site outside the school. Children are selected from a list of dropouts prepared by the guidance department and as a result of academic testing. Individual interviews are held with the student and his parent and the parent's permission is obtained before the student is admitted to the program.

During part of each day, the students receive instruction in the formal curriculum areas and the rest of the day is devoted to instruction in music, arts and crafts, industrial arts, photography and drama. Textbooks are used as are teacher-made materials.

Trips are taken to such places of educational, cultural or social interest as museums, television studios and sports events.

District Number: 15

Tutorial Budget: $16,642

Function Number: 61-1-6460

Number of Schools Involved
JHS and/or IS: 1

Project Personnel

1 Teacher (full-time)
1 School Secretary (full-time)
1 Educational Assistant (full-time)

Number of Children Involved
JHS and/or IS: 20

Contact Person: Mr. Kal Hartstein

Telephone Number: 875-4175

DISTRICT COMMUNITY NEWSLETTER

Primary Objectives

The planning, editing and production of a newsletter that will be developed by pupils, school and community personnel. This newsletter will be received by at least 90% of the parents of the pupils in District 15.

All student contributors and reporters will receive evaluations concerning their contributions from the editor. All participating students will improve the organization of their writing.

The newsletter will satisfactorily disseminate information as determined by interviews of a sample of parents and community people randomly selected.

Project Description

Students who are instructed by their regular English teachers during hours and by special personnel after school, plan and produce a district newsletter. All children are eligible to contribute their creative and journalistic achievements and the contributions considered most original and which best serve the community are accepted for publication and dissemination to parents and community leaders.

District Number: 15

Total Budget: $16,895

Function Number: 61-1-6461

Number of Schools Involved
Elementary: 20
JHS and/or IS: 5

Project Personnel

3 Teachers (part-time)
1 School Secretary (part-time)

Number of Children Involved
Elementary: 5,200
JHS and/or IS: 2,000

Contact Person: Mr. Kal Hartstein

Telephone Number: 875-4198

EARN A BOOK PROGRAM

Primary Objectives

Eighty percent of the students participating in the program for four months will increase their interest in reading, as shown by the number of books read at the end of the program compared with the beginning of the program.

Each school involved in the program will show increased reading by students, as evidenced by circulation figures in the school library at the end of the program as compared with the beginning of the program.

Ninety percent of the parents whose children are involved in the program will be aware of and approve of the program as shown by a survey to be conducted among a randomly selected group of parents.

Project Description

Each child in the program, who wants to read, is given a series of high interest books geared to his reading level. He selects a book from those chosen by a committee of parents, teachers and school administrators. In order to earn the book, the child must first borrow, under his teacher's direction, two books from the public or school library, read them and report on them orally. He is then given a book to take home and, if he reads it, he may keep it and take a second book on a trial basis. The process continues until he has earned a full set of books. Paper back books comprise most of the books used in this program. Educational Assistants assist by cataloguing and distributing the books.

District Number: 15

Total Budget: $47,329

Function Number: 61-1-6462

Number of Schools Involved
Elementary: 4
JHS and/or IS: 2

Project Personnel

9 Educational Assistants (full-time)

Number of Children Involved
Elementary: 2,464
JHS and/or IS: 3,353

Contact Person: Mr. Kal Hartstein

Telephone Number: 875-4198

GUIDANCE AIDES PROGRAM

Primary Objectives

As a result of the program more home visits will be made, as shown by a comparison of the number of visits before the program commences and while the program is in effect.

As a result of the program, more children will visit clinics, as shown by comparison of the number of visits before the program commences and while it is in effect.

As a result of the program, the guidance counselors will have more time for educational and vocational counselling as determined by a survey of a sample of counselors.

As a result of the program, 75% of the children in the schools served will note an increase in guidance accessibility as determined by a questionnaire.

Project Description

One family worker at each of the participating schools serves as assistant to a guidance counselor. She escorts pupils to clinics, makes home visits, under the direction of the guidance counselor and assists with routine clerical tasks. In this way, the guidance counselor has additional time for educational and vocational guidance. The family worker receives on-the-job training from the counselor she assists.

District Number: 15

Total Budget: $9,280

Function Number: 61-1-6463

Number of Schools Involved
Elementary: 3
JHS and/or IS: 2

Project Personnel

5 Family Workers (full-time)

Number of Children Involved
Elementary: 80
JHS and/or IS: 70

Contact Person: Mr. Kal Hartstein

Telephone Number: 875-4198

SUPPORTIVE TRAINING FOR INEXPERIENCED AND NEW TEACHERS (STINT)

Primary Objectives

To improve the teaching skills of the participants which will be measured by a rating of 75% on a test containing the following elements: techniques of instruction, preparation of instructional materials, classroom management, methods of integrating library resources with the regular curriculum and methods of integrating African Studies resources into the regular curriculum.

Project Description

Teacher-trainers are provided for 24 elementary schools to assist 234 elementary, and 40 junior high school teachers - all new and inexperienced - in establishing effective classroom management, to acquaint them with materials and techniques for instruction that have proven successful, and to plan classroom activities that significantly improve pupil achievements. Teacher-trainers meet regularly with the district coordinator to review problems, exchange ideas, share materials and formulate plans. The services of a consultant from Brooklyn College are utilized for curriculum development.

The program contains a library services component, structured for incorporation into the daily curriculum of grades three through six.

At the junior high school level, a teacher of African Studies institutes a cultural and creative arts program, functions as a resource person for school personnel, conducts parent workshops, and assists the librarian with the selection of African culture multi-media materials for incorporation into the curriculum.

District Number: 16

Total Budget: $451,818

Function Number: 63-1-6452

Number of Schools Involved
Elementary: 24
JHS and/or IS: 4

Project Personnel

24 Teacher-Trainers (full-time)
1 Teacher of Library (full-time)
1 Teacher (full-time)
1 Teacher (part-time)
1 Stenographer (full-time)
2 Parent Program Assistants (full-time)
1 Educational Assistant (full-time)

Number of Children Involved
Elementary: 6,552
JHS and/or IS: 6,000

Number of Teachers Involved
Elementary: 234
JHS and/or IS: 40

Contact Person: Mr. Robert Richardson

Telephone Number: 491-8851

EXTENDED DAY KINDERGARTEN PROGRAM

Primary Objectives

To improve achievement in the language arts with significant improvement at the 0.5 level, as determined by Sandler's A Test.

To improve achievement in mathematics so that an anticipated demonstrable mastery of skills and concepts will be confirmed with use of the Mathematics Inventory developed by the Institute of Developmental Studies, and Sandler's statistical test.

To improve parental involvement in school activities, the extent of which will be measured by a specially developed HARC questionnaire sent to a 25% random sampling of parents. An anticipated increase of 80% in participation is expected over that of the past year.

Project Description

The Extended Day Kindergarten provides an enriched supplementary curriculum as well as an extended period of instruction totaling four and one-half hours daily. 150 pupils in four elementary schools are participating. Intensive enrichment curriculum in reading readiness and mathematics has been developed, utilizing such items as Distar materials, Matrix games, number and letter symbols.

Field trips within and outside the community are taken frequently to reinforce and clarify curriculum content, concepts and skills learned in class.

Each class in the program has its own toy and text library which circulates books, toys, puppets, dolls, audio-visual materials for home use, and educational toys to the pupils and their parents. Other services provided in the program are daily snacks and lunch, and a full-time social worker who works with other personnel in recognizing and resolving problems which might affect a pupil's adjustment to school routines.

EXTENDED DAY KINDERGARTEN PROGRAM
(continued)

District Number: 16

Total Budget: $80,796

Function Number: 63-1-6453

Number of Schools Involved
Elementary: 4

Project Personnel

1 Teacher-Coordinator (part-time)
1 Social Worker (full-time)
1 Clerk-Typist (full-time)
5 Educational Assistants (full-time)
4 Family Assistants (full-time)

Number of Children Involved
Elementary: 150

Contact Person: Mr. Robert Richardson

Telephone Number: 491-8851

PARENT PROGRAM ASSISTANTS ASSIGNED TO RELATED HEALTH SERVICES

Primary Objectives

To improve knowledge of child development and childhood diseases which will be measured by attainment of 75% grade by 75% of the Parent Program Assistants on a specially prepared HARC test.

To improve skills in handling the health problems of children, and other related activities, the satisfactory accomplishment of which will be measured by the achievement of 75% grade by 75% of the participants.

Project Description

A Parent Program Assistant is assigned to each of 21 elementary schools for five hours each day. In preparation for this project, they receive off-site training at Downstate Medical College during the school day with the option of selecting either an all day session once a week or two half day sessions. Carfare to and from the college is provided.

Orientation includes a comprehensive course in general health with emphasis on the impact of various illnesses on children; how health defects often affect vision; methods and techniques that a non-professional may use to remove or minimize certain impediments to learning; the role of public and private health agencies in assisting students and their families; and the correlation between good health and school success.

Each Parent Program Assistant is responsible for conducting a survey of all health record cards and bringing them up-to-date, either by entering a "completion" notation where necessary or by making referrals for the mandated health tests. She escorts pupils to clinics, participates in conferences with homeroom teacher, counselor and medical team assigned to the school.

District Number: 16

Total Budget: $117,464

Function Number: 63-1-6454

Number of Schools Involved
Elementary: 21

Project Personnel

21 Parent Program Assistants

Number of Children Involved
Elementary: 24,000

Contact Person: Mr. Robert Richardson

Telephone Number: 491-8851

PROGRAM TO SUPPLEMENT SERVICES TO ACADEMIC UNDERACHIEVERS

Primary Objectives

The objectives listed in each of the six programs described in the following pages comprise the sum total of the objectives for the "Umbrella."

Project Description

This is an umbrella which encompasses six programs for elementary and junior high school students. Each program, in focusing on the specific needs of the pupils, is attempting to correct some aspect of the concept associated with the words "academic underachievers."

To this end the following programs are in operation: Administrative, Educational Assistants, Family Assistants, Reading Specialists, Teacher of English as a Second Language, and Flatbush Extension (a program for suspended boys).

District Number: 17

Total Budget: $226,686

Function Number: 65-1-6450 (Umbrella)

Number of Children Involved
Elementary: 620
JHS and/or IS: 200

Contact Person: Mrs. Eleanor Pittman
Mrs. Eleanor Jacoby

Telephone Number: 462-4900

ADMINSTRATIVE BUDGET

Primary Objectives

To administer, supervise and coordinate the implementation of the Quality Incentive Programs under the supervision of the Community Superintendent.

Project Description

The administrative staff consists of a District Coordinator who is a licensed supervisor, an Assistant Principal employed for 100 hours to write the programs, and a transcribing typist. The District Coordinator serves as the District's resource person on funded programs, represents the District at all meetings and activities which involve Quality Incentive Programs and other special funding, facilitates the evaluation of the programs, and assists in planning all future funded programs.

The transcribing typist renders secretarial services in the implementation of the programs throughout the District.

District Number: 17

Total Budget: $38,638

Function Number: 65-1-6451

Number of Schools Involved
Elementary: 13
JHS and/or IS: 4

Project Personnel

1 Transcribing Typist (full-time)
1 Assistant Principal (part-time)
1 Supervisor of Early Childhood Education as District Coordinator (full time)

Number of Children Involved
Elementary: 310
JHS and/or IS: 100

Contact Person: Mrs. Eleanor Pittman
Mrs. Eleanor Jacoby

Telephone Number: 462-4900

EDUCATIONAL ASSISTANTS

Primary Objectives

One hundred per cent of the Educational Assistants' time will be spent in stipulated role functions.

Based on principals' rating of the paraprofessionals, 80% of them will satisfactorily complete the program which consists of training in the stipulated role functions.

Project Description

Fourteen educational assistants are assigned to five elementary schools as follows: two each to P.S. 138, 249,316 and four each to P.S. 221 and 241. At the direction of the classroom teacher, they participate in daily and long range planning, work with groups or individual children in reading, mathematics, and other academic areas, accompany individual children or groups as necessary, assist with clerical work and perform related duties as required, assist with audio-visual aids, assume responsibilities for routines, and supervise the lunch period in the absence of the teacher. These assistants serve in grades three to six with special emphasis on grade three.

The on-the-job training begun with this group last year is continuing on a regularly scheduled semi-monthly basis, both in and outside the classroom and separately and jointly for the educational assistants and the classroom teachers.

District Number: 17

Total Budget: $57,393

Function Number: 65-1-6452

Number of Schools Involved
Elementary: 5

Project Personnel

14 Educational Assistants (full-time)

Number of Children Served
Elementary: 170

Contact Person: Mrs. Eleanor Pittman
Mrs. Eleanor Jacoby

Telephone Number: 462-4900

FAMILY ASSISTANTS

Primary Objectives

Thirty per cent of participating pupils and their families will follow advice and direction given by the Family Assistants, under the supervision of the Guidance Counselor.

Increase by 10% the attendance of the parents of participants at class and school meetings as compared with the attendance by the parents of non-participating pupils.

Project Description

Four Family Assistants are employed in the program, two at P.S. 249 and two at I.S. 246. They serve as liaison between family, public agencies and the school; assist families with special problems or emergency needs in housing, income, health and education; consult with school officials regarding families or individuals with special problems; maintain a list of agencies that can offer assistance to families, and perform other duties related to the position.

These workers are also part of a continuing on-the-job training program begun last year, and led by the District Guidance Supervisor.

District Number: 17

Total Budget: $12,170

Function Number: 65-1-6453

Number of Schools Involved
Elementary: 1
JHS and/or IS: 1

Project Personnel

4 Family Assistants (full-time)

Number of Children Involved
Elementary: 20
JHS and/or IS: 20

Contact Person: Mrs. Eleanor Pittman
Mrs. Eleanor Jacoby

Telephone Number: 462-4900

READING SPECIALISTS

Primary Objectives

Sixty per cent of the pupils in the program will grow at least one year in reading, as measured by standardized tests.

Participants will receive individual instruction by either a teacher or a paraprofessional for 20% more class time than non-participants.

Project Description

Two Reading Specialists are selected on the basis of ability, training, and experience by the principals of the two schools involved. These two teachers serve 120 pupils in grades three to six who have a reading retardation of two years or more. Each specialist provides daily instruction to group numbering six to ten children, at least twice weekly throughout the school year. A session is approximately 45 minutes in duration. Reading deficiencies are analyzed and drills and exercises are planned to overcome them. The remedial instruction includes word recognition, phonics, word attack and comprehension.

Ongoing consultation with the homeroom teacher is frequent, to insure coordination of other subject areas with pupil's progress.

District Number: 17

Total Budget: $39,804

Function Number: 65-1-6454

Number of Schools Involved
Elementary: 2

Project Personnel

2 Reading Specialists (full-time)

Number of Children Involved
Elementary: 120

Contact Person: Mrs. Eleanor Pittman
Mrs. Eleanor Jacoby

Telephone Number: 462-4900

TEACHERS OF ENGLISH AS A SECOND LANGUAGE

Primary Objectives

Seventy-five per cent of non-English speaking pupils rated "C" through "F" on the New York City Scale of Pupils' Ability to Speak English will achieve one level higher at the termination of this project.

All of the participants will be absorbed into the mainstream of the school, each according to his achievement, in order to continue his academic instruction with his English-speaking peers.

Project Description

The program provides intensive instruction for non-English speaking pupils in grades six to eight. During the school year at least 60 students are served because the class operates as a "vestibule" with frequent reassignment of the participants to regular classes and their replacement by newly arrived enrollees. An alternate plan, which is dependent on the total register of non-English speaking pupils in these grades, is the instruction of groups drawn from each class. These sessions are 45-minute periods several times per week. Regardless of the plan in operation, teaching includes conversational English, the development of reading, mathematics and language skills, and cultural and physical activities.

District Number: 17

Total Budget: $12,057

Function Number: 65-1-6455

Number of Schools Involved
JHS and/or IS: 1

Project Personnel

1 Teacher (full-time)

Number of Children Involved
JHS and/or IS: 60

Contact Person: Mrs. Eleanor Pittman
Mrs. Eleanor Jacoby

Telephone Number: 462-4900

FLATBUSH EXTENSION
(A Program For Suspended Boys)

Primary Objectives

Fifty per cent of the suspended boys in the program will return to their normal classroom setting based upon the recommendations of the program's supervising personnel.

Seventy-five per cent of the pupils in the suspended boys' program will indicate a 30% positive growth in attitudes toward school and learning.

Project Description

This project is a continuation of one begun last year, at the same location. The students range in age from 10 to 14 and have been referred to the center after joint consultation and mutual agreement of the parents, guidance counselor, and a school administrator. Failure to observe school routines and frequent disruptive behavior made their dissociation from a regular classroom environment imperative.

In the center, however, they progress in small groups, at their own speed in each curriculum area, and they can always depend upon the availability of two adults. The length of a pupil's stay cannot be predetermined. Readiness for return to the regular classroom is predicated on academic progress, emotional growth and the recommendation of parents and the guidance staff.

Ongoing contact is maintained with parents through meetings and correspondence in order to achieve greater involvement in the education and adjustment of the participants.

District Number: 17

Total Budget: $66,624

Function Number: 65-1-6456

Number of Schools Involved
JHS and/or IS: 1

Project Personnel

1 Assistant Principal (full-time)
1 Teacher (full-time)
1 Teacher (5 months)
1 Teacher (part-time)
2 Educational Assistants (full-time)

Number of Children Involved

JHS and/or IS: 20

Contact Person: Mrs. Eleanor Pittman
Mrs. Eleanor Jacoby

Telephone Number: 462-4900

EXPERIMENTAL ELEMENTARY PROGRAM

Primary Objectives

To test, in practice, a program of innovative elementary education which shows promise of improving achievement of children in culturally deprived areas.

To provide experiential enrichment for children whose backgrounds may have impeded the development of their full potential.

To improve school-community interaction by providing for involvement of the community and professional staff in the design and implementation of the program.

Project Description

This program, Model A, features formal education beginning at the age of three and an extended school day for older children. A reduced teacher-pupil ratio and increased numbers of paraprofessionals make possible a team-teaching approach which emphasizes flexible grouping around individual pupils' characteristics, abilities and needs. A personnel team includes guidance counselors, psychologist, social worker and psychiatrist. Workshops and institutes are conducted for training of both the professional and paraprofessional staff.

An advisory council serves in all matters affecting school-community relations and the educational program. An incentive fund to encourage and support worthy educational projects proposed by the council in cooperation with the principal is also a facet of this model.

The school involved in this program is P.S. 316, Brooklyn.

District Number: 17

Total Budget: $1,276,358

Function Number: 18-04411
65-1-8401

Number of Schools Involved
Elementary: 1

Project Personnel
3 Assistant Principals (full-time)
47 Teachers (full-time)
4 Guidance Counselors (full-time)
1 School Psychiatrist (part-time)
1 School Social (full-time)
1 School Psychologist (full-time)
3 School Secretaries (full-time)
79 Educational Assistants (full-time)
1 Parent Program Assistant (full-time)
1 School Aide (full-time)

Number of Children Involved
Elementary: 1,925

Contact Person: Mrs. Eleanor Jacoby

Telephone Number: 462-4900

SUPPORTIVE TRAINING OF INEXPERIENCED AND NEW TEACHERS (STINT)

Primary Objectives

To provide on-the-job supportive services to new and inexperienced teachers in curriculum methodology, class control and planning thereby insuring success factor for the novice teacher.

To help the new teachers to develop new teaching materials which will in turn assist in raising the educational level of the students.

To develop in the teachers a more sensitive awareness and a more skillful response to the learning and behavioral styles of children attending schools located in a multi-cultural and multi-ethnic district.

Project Description

The STINT program is an ongoing attempt to orient and train new teachers so that they are better prepared to understand and meet the needs of their students. Each teacher-trainer works with a maximum of nine teachers. She helps the new teacher in trying out new and innovative techniques, in resolving disciplinary problems. She gives demonstration lessons, assists the teacher with the writing of lesson plans and conducts periodic conferences regarding teaching techniques and progress.

District Number: 18

Function Number: 67-1-6452

Project Personnel

1 Coordinator (full-time)
6 Teacher-Trainers (full-time)
1 School Secretary (full-time)

Total Budget: $151,786

Number of Schools Involved
Elementary: 11
JHS and/or IS: 2

Number of Children Involved
Elementary: 1,163
JHS and/or IS: 2,215

Number of Teachers Involved
Elementary: 45
JHS and/or IS: 25

Contact Person: Miss Marian Romain

Telephone Number: 772-7170

UTILIZATION OF EDUCATIONAL ASSISTANTS

Primary Objectives

At the conclusion of the program, the educational assistants will:

Have a better understanding of the total operations of the school which will lead to greater initiative in the classroom.

Have developed a feeling of self-worth by utilizing their special talents for the motivation and education of students.

Have a better understanding of the individual needs of the students and will help more children more effectively.

Project Description

Insofar as is possible one educational assistant is assigned to each teacher in grades 4-9. She follows the program of the teacher to whom she is assigned except in those instances where the principal makes an occasional reassignment. The educational assistant prepares instructional materials and bulletin boards; takes attendance, operates audio-visual equipment, arranges field trips, and assists with small-group and individualized instruction.

The educational assistant is given orientation for the above by participation in district-wide workshop sessions conducted once a month during school hours.

The auxiliary trainer assists the District Teacher Coordinator with record keeping, preparation of payrolls, time schedules; visits schools for distribution of materials; acts as liaison between the District offices and community-based agencies and organizations.

District Number: 18

Total Budget: $63,605

Function Number: 67-1-6453

Number of Schools Involved
Elementary: 8
JHS and/or IS: 5

Project Personnel

15 Educational Assistants (full-time)
1 Auxiliary Trainer (full-time)

Number of Children Served
Elementary: 240
JHS and/or IS: 224

Contact Person: Miss Marion Romaine

Telephone Number: 772-7170

GUIDANCE FOR ELEMENTARY SCHOOLS

Primary Objectives

To provide individual counseling sessions so that more pupils will be able to make a better adjustment to the school environment regardless of their home background.

To help teachers acquire information about guidance techniques, through demonstration and workshops so that a better job of identification, prevention and referral can be done for the children attending these two schools.

To supply parents, in meetings and in workshops, with relevant information about child development, the learning process, curriculum, schools and vocations, thereby developing greater communication between home and school.

Project Description

The program operates in two elementary schools to aid those pupils faced with the multiple problems of reading retardation and difficulty in adjusting to normal school routines. The pupils are referred by the homeroom teacher to the guidance counselor who in turn screens them for testing by the Bureau of Child Guidance or the Canarsie Mental Health Clinic. The recommendations from these agencies as they pertain to curriculum and to socialization, are implemented in the school for the benefit of the pupils. On a long range basis, it is the responsibility of the guidance counselor to interpret and make acceptable to the parents the plans of the consulting agency for the pupil.

District Number: 18

Total Budget: $22,788

Function Number: 67-1-6454

Number of Schools Involved
Elementary: 2

Project Personnel

1 Guidance Counselor (full-time)

Number of Children Involved
Elementary: 2,792

Contact Person: Miss Marian J. Romain

Telephone Number: 772-7170

LANGUAGE AND MATHEMATICS LABORATORIES FOR ELEMENTARY AND JUNIOR HIGH SCHOOLS

Primary Objectives

Upon conclusion of the language laboratory component of the program, participants will have gained six months growth in reading skills as measured by the Iowa Tests of Basic Skills.

It is expected that mathematics levels will be raised one full grade as measured by the Metropolitan Achievement Test.

Project Description

Pre-testing and post-testing are mandated for all groups in the language laboratory for purposes of diagnosis, placement and later evaluation. Pupils in grades four, five, and six use language laboratory three times each week for 40 minute periods of reading or listening. Listen and Think tapes, Speech Improvement tapes and teacher-made tapes are used as a means of developing oral communication skills through listening. Special techniques for developing rapid comprehension and improving reading rate are introduced.

In the Mathematics Laboratory, desk calculators are used as incentive for developing computational concepts and skills in the underachiever and for strengthening problem-solving skills in the brighter groups. Highly structured curriculum materials utilizing multi-sensory appeal are used extensively in the mathematics component.

District Number: 18

Total Budget: $36,386

Function Number: 67-1-6455

Number of Schools Involved
Elementary: 2
JHS and/or IS: 2

Project Personnel

2 Teachers (full-time)

Number of Children Involved
Elementary: 560
JHS and/or IS: 575

Contact Person: Miss Marian Romain

Telephone Number: 772-7170

PROJECT SUCCESS

Primary Objectives

To improve academic skills in mathematics and reading through remedial instruction, to the extent that at the end of the program 75% of the students will have increased their level of achievement by one year as measured by the Metropolitan Achievement Test and the Iowa Test.

To effect a more satisfactory school adjustment as evidenced in a greater interest in school work and fewer instances of school infractions, so that it can be anticipated that the teacher's anecdotal record will show an 80% decrease in notations of anti-social behavior, and academic grades will rise to passing levels for 80% of the students.

To develop in parents, through workshops, and group and individual conferences, an awareness of their children's problems which awareness can be measured by an 80% increase in their attendance at subsequent meetings.

Project Description

An interim facility has been set-up in an outside location to accommodate a maximum of fifty junior high school students who have had difficulty in adjusting to normal school routines because of their behavior. These pupils are recommended by the principals and screened by a committee headed by the Community Superintendent.

The students are scheduled from 8:30 a.m. to 2:20 p.m. with the morning devoted to academic subjects and some individual tutoring. Music, art, physical education as well as occupational exploration are afternoon courses.

The four teachers and their assistants find that working with small groups using a core curriculum and programmed instruction is most productive with the majority of the pupils.

Intensive diagnostic and supportive services will be received from the Bureau of Child Guidance team assigned to the district, and the initial orientation of the staff will be conducted by the Young Men's Hebrew Association which has a similar program in operation.

PROJECT SUCCESS
(continued)

District Number: 18

Total Budget: $137,991

Function Number: 67-1-6456

Number of Schools Involved
JHS and/or IS: 5

Project Personnel

4 Teachers (full-time)
1 Secretary (full-time)
2 School Aides (full-time)
3 Educational Assistants (full-time)
1 Family Assistant (full-time)

Number of Children Involved
JHS and/or IS: 50

Contact Person: Miss Marian J. Romain

Telephone Number: 772-7170

ADMINISTRATIVE BUDGET

Primary Objectives

To provide for the personnel and services needed for the planning, implementation and supervision of all State Urban Education programs. Programs will be determined through ratings assigned by district supervisory personnel, by a school management specialist, and by members of the evaluation team surveying State Urban Education programs.

To provide for the coordination of activities of all participating groups (professional staff, participating schools, community groups, vendors and Central Board of Education). Programs will be measured through the completion of rating scales by district and school administrative personnel, and by a specialist in school management.

Project Description

The coordinators formulate, coordinate and implement programs. They are responsible for developing programs, attending advisory committee meetings and professional meetings and conferences, budgeting, acting as liaison with Central Headquarters, arranging for transportation as needed, disseminating information, screening of Urban Education staff and preparing and evaluating the project.

One teacher is responsible for supervising the students who publish a newspaper which reflects child-centered activities in school and Urban Education programs. The pupils are involved in such activities as interviewing school personnel, photographing special events and writing articles. The newspaper is read in all classes of the district.

A secretary provides services for all forms, employment certificates and other secretarial duties concerned with the operation of the programs.

District Number: 19

Total Budget: $62,520

Function Number: 69-1-6451

Number of Schools Involved
Elementary: 22
JHS and/or IS: 22

Project Personnel

2 Teachers (full-time)
2 Assistant Coordinators (full-time)
1 Teacher (part-time)

Number of Children Involved
Elementary: 25,875
JHS and/or IS: 11,488

Contact Person: Mr. Harvey Weintraub

Telephone Number: 649-7620

DIAGNOSTIC READING-TEACHER TRAINING

Primary Objectives

Diagnostic Reading: The program seeks to develop:

For first-grade children, at the pre-readiness level, an awareness of the printed word and readiness for reading through many experiences with stories, poetry and books. It is anticipated that 85% of the children will achieve scores reflecting reading readiness on the Pre-Reading Assessment Test.

For first grade children at the readiness level, vocabulary and beginning comprehension skills so that children may begin to read. Seventy-five percent of the children are expected to show progress reflecting normal growth on the Metropolitan Reading Test (Primary I).

For children in Grades 2 and 3, reading comprehension and other skills needed for reading on an increasingly difficult level. It is anticipated that 75% of the pupils will show progress reflecting normal growth on the Metropolitan Reading Test (Primary II).

STINT

To increase the achievement in reading and mathematics of pupils whose teachers are participants in the program. Seventy-five percent of the pupils are expected to show normal growth as measured by Metropolitan Achievement tests in reading and mathematics. This will be equivalent to the growth of pupils in similar classes by more experienced teachers.

To develop the competence of beginning and inexperienced teachers in such areas as planning, classroom management, providing for individual differences. Eighty percent of the participating teachers will obtain ratings of "average" or better in each category of the rating scale utilized by school supervisors and members of the evaluating agency staff.

Project Description

Diagnostic Reading

Children from grades 1, 2 and 3, selected by the diagnostic reading teacher, receive intensive remediation of specific reading deficiences. Selection is based on such criteria as severe reading disability, on prediction of disability and/or poor achievement on standardized tests. These children receive small group instruction twice weekly for a one-hour period. The class is geared to provide a variety of experiences designed

DIAGNOSTIC READING-TEACHER TRAINING
(continued)

to motivate the retarded reader as well as implement techniques to develop sound reading habits and basic reading skills. Motivational activities include storytelling, audiovisual experiences, puppet shows and neighborhood trips.

The diagnostic reading teacher spends one day each week in conference with parents, family assistants and/or home room teachers. A family assistant follows up the children in the program by assisting parents with problems related to the reading program and by referring them to agencies when necessary.

STINT

Each teacher-trainer is assigned to assist nine inexperienced teachers. Her role is to give effective and necessary support to these teachers and to supplement the on-going teacher-training program in the school. The teacher-trainer emphasizes the problems of the beginning teacher, namely: planning, classroom routines and management, relationships with parents, meeting the needs of individual children, developing teaching skills, conducting group activities, developing instructional materials, organization and self-evaluation. The teacher-trainer plans with the trainees, participates in the teaching process with them, observes teachers and confers with teachers and supervisors. Two assistant coordinators, one on the elementary and one on the junior high school level, plan, coordinate and implement the objectives of the program.

District Number: 19

Total Budget: $336,767

Function Number: 69-1-6452

Number of Schools Involved
Elementary: 20
JHS and/or IS: 6

Project Personnel

1 Assistant Coordinator (part-time)
2 Teachers (full-time)
1 Family Assistant (full-time)

Number of Children Involved
Elementary: 4,485
JHS and/or IS: 420

Number of Teachers Involved
Elementary: 148
JHS and/or IS: 14

Contact Person: Mr. Harvey Weintraub

Telephone Number: 649-7620

STATE URBAN EDUCATION-ADMINISTRATIVE BUDGET

Primary Objectives

To coordinate and improve the district projects.

To supervise and evaluate the programs as they are implemented.

To establish a liaison supervisor between the District Community Superintendent and the personnel of the participating schools.

Project Description

The coordinators prepare all proposals for the State Urban Education programs. They prepare a detailed cost analysis of each project and submit all reports to the Community Superintendent and School Board. They meet with all community groups and report, to the Community School Board, needs expressed by these groups. They evaluate all projects with coordinators, teachers and community groups to insure that the objectives of each project are being attained.

District Number: 20

Total Budget: $47,732

Function Number: 71-1-6451

Number of Schools Involved
Elementary: 23
JHS and/or IS: 6

Project Personnel

2 District Coordinators (part-time)
1 Assistant District Coordinator (full-time)
1 School Secretary (part-time)
1 School Secretary (full-time)
1 Clerk (full-time)

Number of Children Involved
Elementary: 19,448
JHS and/or IS: 8,778

Contact Person: Mr. Albert Lutfey

Telephone Number: 633-5454

INTERIM CLASS FOR MALADJUSTED UNDERACHIEVERS

Primary Objectives

At the termination of the program, 80% of the participating students will attain a passing grade of 65% in the subject areas of language arts and social studies.

At the termination of the program, 80% of the participating students will demonstrate a mean increase of three to six months in reading and mathematics levels as measured by pre- and post-testing in the New York Metropolitan Achievement Tests in Reading and Mathematics.

There will be a mean increase for the participating students of 50% in attendance over the previous year's attendance.

Project Description

The children are selected for this program by the principal of each school on such bases as poor daily achievement, poor potential for success at the next grade level and potential for suspense.

Trained personnel use individual and small-group instruction in order to improve basic skills in all subject areas, with the focus on reading. With the exception of the junior high school students attending gym and shop periods with their former classes, all pupils remain with the assigned teacher during the entire day. Weekly educational trips to museums, concerts and other places of cultural interest are included in the program. The teachers have the aid of educational assistants thereby affording the opportunity for more individual instruction.

Group guidance sessions are conducted three times each week. The teachers and guidance counselors also schedule individual conferences with parents.

District Number: 20

Total Budget: $158,989

Function Number: 71-1-6452

Number of Schools Involved
Elementary: 1
JHS and/or IS: 5

Project Personnel

6 Teachers (full-time)
5 Educational Assistants (full-time)

Number of Children Involved
Elementary: 30
JHS and/or IS: 50

Contact Person: Mr. Albert Lutfey

Telephone Number: 633-5454

NARCOTICS EDUCATION

Primary Objectives

The teachers who participate in the training sessions will be given basic information on drug abuse in the areas of techniques of teaching; latest materials, role-playing techniques and sensitivity encounter techniques. There will be talks by narcotics experts. At the end of the sessions, at least 60% of the participating teachers will score at least 75% on a test devised and rated by the supervisor.

Project Description

In each school, a student leadership corp is developed to lead "rap" sessions and group dynamics discussions in the classroom. This leads to greater participation in student government and encourages students to play a more active role in curriculum planning dealing with narcotics education. In the elementary school, a minimum of six to nine lessons and in the junior high school, nine to 12 lessons are taught in relaionship to drugs and narcotics.

Teachers participate in an in-service course on narcotics education, including the latest information on drugs, techniques of teaching, latest materials and audiovisual aids and discussions by experts in the field.

District Number: 20

Function Number: 71-1-6453

Project Personnel

1 Teacher-in-Charge (part-time)

Total Budget: $8,661

Number of Schools Involved
Elementary: 23
JHS and/or IS: 6

Number of Children Involved
Elementary: 7,474
JHS and/or IS: 3,314

Number of Teachers Involved
Elementary: 249
JHS and/or IS: 110

Contact Person: Mr. Albert Lutfey

Telephone Number: 633-5454

SUPPORTIVE TRAINING FOR INEXPERIENCED AND NEW TEACHERS (STINT)

Primary Objectives

Twenty inexperienced and/or new teachers will be given basic or remedial training in classroom teaching by two teacher-trainers, resulting in at least 50% increase in subject area achievement by the students they instruct.

Seventy-five percent of the participating teachers will achieve a rating of B on a scale developed to measure how well they have acquired the skills of classroom management, lesson planning, discipline, instructional methodology in subject areas, objective testing methods and techniques, record keeping, student-teacher relationships, school-community relationships, subject curriculum enrichment and teacher-paraprofessional team dynamics.

Project Description

An experienced supervisor is designated as a teacher-trainer and is oriented in the use of the Guided Self-Analysis Program. Under the trainer's guidance, a teacher tapes a ten-minute segment of the discussion part of one of her actual classroom lessons in social studies, language arts or science. After the taping, the teacher views the segment four times, each time analyzing her work using a specific, structured, qualitative schedule. After completing the viewing and tallying observed frequencies of specific behavior, the teacher joins a group workshop discussion with other teachers in the program, led by the teacher-trainer.

Insights gained and the desire for further exploration and help in what and how to teach lead to the need for available supervisory resources. The essence of the program, however, is to induce the teacher to seek and effect changes in teaching with minimal personal intervention by an external change agent.

The educational assistant helps teachers and supervisors in the use of the video tape recording and related activities.

SUPPORTIVE TRAINING FOR INEXPERIENCED AND NEW TEACHERS
(STINT)
(continued)

District Number: 20

Function Number: 71-1-6454

Project Personnel

1 Educational Assistant (full-time)

Total Budget: $6,421

Number of Schools Involved
Elementary: 1

Number of Children Involved
Elementary: 300

Number of Teachers Involved
Elementary: 10

Contact Person: Mr. Albert Lutfey

Telephone Number: 633-5455

MUSIC LABORATORY FOR SCHOOLS

Primary Objectives

At the termination of the program, 80% of the participating students will demonstrate, through individual and group performance, satisfactory ability to sing part and unison songs in time and with good tone quality and pitch and with sensitivity to the expressive qualities of music; to read music through the use of syllables, letter names and numbers; to discriminate the timbres and ranges of various musical instruments; to play such rhythm and melody instruments, prescribed by the New York City Music Curriculum, as the recorder, xylophones and resonator bells; to play the electric organ as a vehicle of instruction; to create and identify rhythmic patterns; to create simple songs with rhythmic patterns and play them; to listen for enjoyment and intellectual response to the music of our country and of other lands and cultures; and to recognize repetition of phrases, perceive the structure of part song form, identify theme and variation and identify compositions by title and composers.

The above abilities will be measured by pre- and post-evaluation through the use of teacher-made performance and ability tests.

At the termination of the program, 80% of the participants from grades three through six will be able to play folk tunes and simple pieces on the recorder. In grades one and two, 80% will be able to use and recognize simple melodic and rhythmic concepts through singing and body movements. The participants will be rated through performance tests administered by the music teacher and a mark of 65% will be considered a satisfactory grade.

Program Description

This program is designed to make every child an active participant and to provide them with a variety of musical activities. Through this participation, children can be guided to grow musically. The pupils are involved in singing, listening to music, moving to music, creating, playing rhythm and tonal instruments and reading music. Every child participates in a class orchestra and is taught the elements of musical understanding.

MUSIC LABORATORY FOR SCHOOLS
(continued)

District Number: 20

Total Budget: $198,134

Function Number: 71-1-6455

Number of Schools Involved
Elementary: 6

Project Personnel

11 Teachers (full-time)

Number of Children Involved
Elementary: 5,500

Contact Person: Mr. Albert Lutfey

Telephone Number: 633-5454

GUIDANCE AND CORRECTIVE READING IN JUNIOR HIGH SCHOOLS

Primary Objectives

At the termination of the program, 80% of the participating students will raise their reading score by eight months as measured by pre and post testing by the Metropolitan Achievement Test in Reading.

As a result of the vocational and educational guidance, there will be a mean increase of 50% in attendance over the previous year's attendance.

As a result of pre and post testing by means of an attitudinal scale, the participating students will demonstrate a 20% increase in positive attitudes towards school.

Project Description

This program provides special compensatory services and education to children who are retarded two or more years in reading and who also have emotional and psychological problems. The participants are referred by teachers, administrators, other school personnel or parents. Corrective reading teachers instruct these children in small groups for three or four periods each week and guidance personnel provide individual group counseling for all students in the program. The corrective reading teachers and guidance counselors work as a team with appropriate agency personnel or Board of Education specialists within each school. They also plan with the school principal and district staff members for working with parents and teachers. Supervision and consultation services are provided by the Community Superintendent and district resource personnel.

District Number: 20

Total Budget: $134,766

Function Number: 71-1-6456

Number of Schools Involved
JHS and/or IS: 4

Project Personnel

4 Teachers (full-time)
2 Guidance Counselors (full-time)

Number of Children Involved
JHS and/or IS: 500

Contact Person: Mr. Albert Lutfey

Telephone Number: 633-5454

YOUNG AUDIENCES, INC.

Primary Objectives

The performances are designed to reach the target pupils with a lively variety of experiences which will introduce them to the diversity and form of instrumental capabilities and musical compositions so that:

At least 50% of the pupils will develop a greater appreciation of good music as shown by their willingness to listen to at least two recommended radio and/or TV programs.

At least 25% of the pupils will improve their attitudes toward cultural performances as measured by a pre and post administered locally-developed questionnaire.

At least 50% of the pupils will understand and appreciate the lives of five major composers and their musical contributions as shown by research reports which are part of the follow-up classroom activities.

Project Description

Pupils attend a series of three in-school performances of instrumental and vocal music presented by professional performers. They participate with their classroom teachers in related discussions prior to each performance. During the performances they respond rhythmically, handle and activate various musical instruments and participate in post-performance discussions led by the performers. They are also given such follow-up classroom activities as research and reports on composers, related radio listening or television watching and listening to classmates' performances.

District Number: 20

Total Budget: $6,351

Function Number: 71-1-6457

Number of Schools Involved
Elementary: 12

Project Personnel

Young Audience Performers

Number of Children Involved
Elementary: 3,500

Contact Person: Mr. Albert Lutfey

Telephone Number: 633-5454

DISTRICT ADMINISTRATIVE BUDGET

Primary Objectives

To provide for administration, supervision and coordination of all State Urban Education programs implemented in the district.

Project Description

The supervisor of State and Federal Programs who is funded under Title I, has the primary responsibility for directing, administrating, coordinating and supervising all reimbursable programs in the district. She visits schools to insure effective implementation of the programs. The assistant coordinator is responsible for budgets, imprest funds and payrolls. She also assists in any task which will effect smooth operation of all State Urban programs.

District Number: 21

Total Budget: $20,511

Function Number: 73-1-6451

Number of Schools Involved
Elementary: 23
JHS and/or IS: 6

Project Personnel

1 Teacher (full-time)

Number of Children Involved
Elementary: 19,608
JHS and/or IS: 9,544

Contact Person: Mrs. Ethel Tucker

Telephone Number: 266-9366

DIAGNOSTIC AND REMEDIAL LEARNING LABORATORIES

Primary Objectives

To raise the reading levels of seriously retarded readers.

To improve perceptual skills through the utilization of multi-sensory and multi-media materials.

To develop word recognition and comprehension skills through a structured, sequential approach that provides for self-motivation, self-pacing, self-evaluation and reinforcement at each level.

At the end of ten months of participation, the participants will be able to demonstrate a mean increment of three months in reading skill as measured by the Metropolitan Achievement Test on pre and post testing.

Project Description

The program furnishes a unique method and setting for remediation of reading disabilities by its employment of multi-media and multi-sensory equipment and techniques. It emphasizes small group and individual instruction. It is comprised of cycles of instruction which introduce and reinforce learning through a carefully planned sequence of activities. A cycle consists of four parts, each of which contributes to the development of specific skills, abilities or concepts. Within each cycle the student receives perceptual accuracy and visual efficiency training; participates in activities which enrich his experiential background and prepare him for instruction in areas of his weakness; is introduced to and reinforced in vocabulary, word recognition, word attack and comprehension skills; and finally applies all the words, skills and concepts taught, during independent reading.

The children are divided into eight groups, each assigned to the language laboratory for three 50-minute periods a week. The reading teacher receives training by consultants from the Educational Development Laboratory, as does the educational assistant. The educational assistant is also trained and supervised by the reading teacher.

District Number: 21

Total Budget: $87,791

Function Number: 73-1-6452

Number of Schools Involved
Elementary: 1
JHS and/or IS: 2

Project Personnel

3 Teachers (full-time)
3 Educational Assistants (full-time)

Number of Children Involved
Elementary: 80
JHS and/or IS: 160

Contact Person: Mrs. Ethel Tucker

Telephone Number: 266-9366

CREATIVE LABS INTRODUCE MUSICAL BROTHERHOOD

Primary Objectives

At the termination of this program, 80% of the participants will demonstrate satisfactory ability to correctly identify various notes of the scale; to identify rhythm and sound patterns; to play a keyboard instrument; and to compose an original piece of music.

Project Description

This is a cultural enrichment program with an approach to learning music through doing. The built-in success factors lead the culturally deprived child through a series of experiences ranging from rote performance, to the development of skills through inquisitive searching, to the creative process of musical composition. Classes are selected for participation on such bases as having a high ratio of Open Enrollment pupils or including many disadvantaged pupils with special educational needs associated with poverty.

The special music teacher meets with each of the selected classes twice a week. The classroom teacher remains during the special teacher's lesson, participates in the music activities and conducts follow-up lessons with her class, using materials supplied by the music teacher. The children participate in such activities as singing, accompanied by rhythm and/or keyboard instruments; rhythmic activities in the physical education program; playing a recorder, piano and/or other percussion instruments; reading music; discriminatory listening; and creative activities. The curriculum also includes techniques for correlating music with other areas of instruction. Both group and individual instruction are included.

District Number: 21

Total Budget: $110,288

Function Number: 73-1-6453

Number of Schools Involved
Elementary: 7

Project Personnel

7 Teachers (full-time)

Number of Children Involved
Elementary: 2,100

Contact Person: Mrs. Ethel Tucker

Telephone Number: 266-9366

MAN AND HIS ENVIRONMENT

Primary Objectives

At the end of ten months of participation in the program 80% of the children involved will attain a mean score of 85% on a science test constructed by their teachers and the project coordinator.

At the end of ten months of participation, all of the children involved will achieve a rating of satisfactory or better in science on their report cards.

At the conclusion of the program the children will have helped identify ecological areas of the neighborhood, and, through planned campaigns, clean them up so that wild life will be encouraged to settle in the area.

At the termination of the program 80% of the pupils will evince an increased interest in science as measured by their increased participation in science fairs and neighborhood ecological projects.

Project Description

The program involves the entire community of District 21 through the study of environmental awareness and conservation as undertaken by the pupils participating in the project. The coordinator serves as a resource person for the district and works with teachers to correlate the existing course of study in science, including Family Living, with the new emphasis on ecology. The New York Aquarium and Coney Island Beach provide a laboratory setting for scientific experimentation where children "learn by doing" in a life situation. On field trips to the beach and Aquarium, children and teachers observe and collect aquatic organisms, invertebrates, algae and bottom sediment which they bring back to the classroom and Aquarium for scientific experimentation.

In addition to the special learnings gained by the children, the classroom teachers use the laboratory experiences to motivate lessons in reading, mathematics, social studies, art and music.

A teacher is assigned as a permanent staff member at the Aquarium to facilitate the learnings. Parent volunteers and paraprofessionals are actively involved in the program.

MAN AND HIS ENVIRONMENT
(continued)

District Number: 21

Total Budget: $44,965

Function Number: 73-1-6454

Number of Schools Involved
Elementary: 23
JHS and/or IS: 6

Project Personnel

1 Assistant Principal (full-time)
1 Teacher (full-time)

Number of Children Involved
Elementary: 6,900
JHS and/or IS: 1,800

Contact Person: Mrs. Ethel Tucker

Telephone Number: 266-9366

SUPPORTIVE TRAINING FOR INEXPERIENCED AND NEW TEACHERS (STINT)

Primary Objectives

At the end of ten months of participation in the program, 80% of the teachers will achieve a rating of satisfactory on the principal's report sent in by their supervisor.

At the end of ten months of participation, 80% of the beginning and/or inexperienced teachers will elect to remain in the New York City school system.

Project Description

The teacher trainer supplements the ongoing teacher training program in the school. She works closely with supervisors of the trainees in order to insure support and continuity. She ascertains the needs of individual teachers through observation of and conferences with the trainees and plans activities to meet these needs. She gives demonstration lessons with each trainee's class for which she conducts pre-planning and post-lesson conferences. She also arranges for the trainees to observe lessons given by experienced teachers and by other trainees. She focuses on the training program in such problems as developmert of discipline, lesson planning, class routines and management, relationship with parents, development of materials and self-evaluation. One phase of the program utilizes the Guided Self-Analysis procedures.

District Number: 21

Total Budget: $23,614

Function Number: 73-1-6456

Number of Schools Involved
Elementary: 1

Project Personnel

1 Teacher (full-time)
1 Consultant (full-time)

Number of Children Involved
Elementary: 250

Number of Teachers Involved
Elementary: 9

Contact Person: Mrs. Ethel Tucker

Telephone Number: 266-9366

PARENT HELPERS

Primary Objectives

At the termination of this program, 95% of the students who attended 50% of the sessions will have developed skills in the areas of increased ability to associate graphemes with phonemes; increased sight vocabulary; when appropriate, increased mastery of readiness skills such as knowledge of left and right, and basic perceptual skills; and increased ability to read written matter, as evidenced by appropriate testing on instruments to be developed by the Reading Consultants of the Coney Island Learning Disabilities Clinic who are associated with this program.

At the termination of this program, at least 80% of the participating students will demonstrate a mean increment of five months as determined by a comparison of test scores between Metropolitan Achievement Tests, March, 1970 and March, 1971.

Project Description

This program is carried out in collaboration with the Psycho-Educational Services of the Department of Psychiatry of Coney Island Hospital. Children, referred by their teachers for special instructional needs, who have not yet mastered the basic reading skills, and who have reading levels no higher than third grade will be screened and evaluated for this program by reading consultants from the staff of the Coney Island Learning Disability Clinic.

The reading consultants train and supervise the educational assistants during the first three days of the program at the Coney Island Hospital, prior to assignment as Parent Helpers to the individual schools. Subjects discussed during this orientation period include Child Development, The Nature of the Reading Process, Causes of Educational Retardation, and Simple Techniques Useful in a One-to-One Teaching Situation.

The educational assistants are assigned to specific schools where they work in an area other than the classroom, with seven to nine children on a one-to-one basis for four days each week. They are supervised by licensed Board of Education personnel and the reading consultants. Those children who were serviced in prior years but who still need this type of instruction, are given first priority.

The educational assistants spend the fifth day partly at the hospital for on-going training and partly in conference with teachers and/or providing supplementary reading help for selected children. From time to time, new pupils are identified and screened and plans are made to include them in the program as vacancies arise.

PARENT HELPERS
(continued)

Parents are invited to observe the activities. Additional parent involvement is provided by a family worker who serves as liaison between the program and the parents of the children being helped.

District Number: 21

Total Budget: $71,644

Function Number: 73-1-6457

Number of Schools Involved
Elementary: 5
JHS and/or IS: 1

Project Personnel

3 Consultants (full-time)
15 Educational Assistants (full-time)
1 Educational Associate (full-time)
2 Family Assistants (full-time)
1 Supervising Clerk (full-time)

Number of Children Served
Elementary: 125
JHS and/or IS: 25

Contact Person: Mrs. Ethel Tucker

Telephone Number: 266-9366

LINCOLN CENTER STUDENT PROGRAM

Primary Objectives

To introduce a cross section of culturally and academically disadvantaged students to a wide variety of performing arts under circumstances that will be most apt to stimulate the development of a life-long interest.

To provide a coordinated and meaningful program in order to foster the introduction of the performing arts into the curriculum as a component of the humanities.

Project Description

The program consists of a series of in-school performances in music, drama, dance, opera and film prepared and presented by professional artists from the member institutions of Lincoln Center. Selected groups of children also attend performances in one of the halls or theaters of Lincoln Center.

Auditorium and/or classroom orientation sessions, related to each in-school performance, are conducted by Performance Chairmen and school personnel. The students are provided with study guides, program notes and other educational materials prepared by Lincoln Center. Selected groups of students participate in a series of classroom workshops with specially trained and experienced Lincoln Center Resource Personnel artists as specialists assisting the teachers.

District Number: 21

Total Budget: $7,718

Function Number: 73-1-6458

Number of Schools Involved
JHS and/or IS: 6

Project Personnel

Performers and Resource Personnel of Lincoln Center

Number of Children Involved
JHS and/or IS: 3,600

Contact Person: Mrs. Ethel Tucker

Telephone Number: 266-9366

READING IN SUMMER VACATION DAY CAMPS

Primary Objectives

To raise by at least six months the reading level of those students previously classified by a standardized test as retarded in reading.

To develop a positive attitude toward reading by the students described above, as measured by the numbers and frequency of the books borrowed from the paper-back library.

Project Description

Reading instruction is given as an aspect of the summer playground activities. The program operates in 11 schools. Ten schools have reading from 9:45 to 11:45 a.m. only and one school has both morning and afternoon session from 1:15 to 3:15 p.m. Small group instruction for pupils in grades one to four stresses word attack, and phonic skills. Each teacher works with two groups of pupils, numbering 15-20, for one hour each day. A paper-back library is used as an incentive for a more positive attitude toward reading.

District Number: 22

Total Budget: $12,035

Function Number: 75-1-6452

Number of Schools Involved
Elementary: 11

Project Personnel

1 Project Coordinator (part-time)
11 Teachers (part-time)
1 School Secretary (part-time)

Number of Children Involved
Elementary: 500

Contact Person: Mrs. Audrey Weiner

Telephone Number: 856-5821

AFTER-SCHOOL READING AND MATHEMATICS TUTORIAL PROGRAM

Primary Objectives

To raise the reading and mathematics levels of 50% of the participants at least nine months as measured by the results achieved on a standardized test administered at the end of the school term.

To heighten the vocational aspiration toward teaching by 50% of the high school student aides because of their experience with and assistance to non-achieving pupils. The response to a questionnaire prepared jointly by the evaluating agency and given by the coordinator to the aides should measure the impact of this experience on their choice of teaching as a vocation.

Project Description

Five intermediate and junior high schools are each assigned one reading and one mathematics teacher to work three afternoons weekly from 3:00 to 5:00 p.m. Each teacher supervises ten high school student aides in coaching 40 pupils each afternoon. The same students do not necessarily remain with the tutor for the duration of the project. As a student masters the needed skills he is replaced by another. Consequently, a student aide may tutor as many as eight pupils during the school year.

Pre-training and in-service training are mandated for teachers and tutors in order to familiarize them in the use of special materials in reading and mathematics.

Two groups of 24 pupils reading two or more years below grade are selected for work twice each week at two established reading laboratories located at P.S. 255 and P.S. 197, Brooklyn. A trained teacher aided by two educational assistants suggests a program and material for each pupil, supervises and trains student aides in the use of specialized materials and equipment, and teaches when necessary.

District Number: 22

Total Budget: $67,376

Function Number: 75-1-6453

Number of Schools Involved
JHS and/or IS: 5

Project Personnel

1 Project Coordinator (part-time)
12 Teachers (part-time)
100 Student Aides (part-time)
1 Secretary (part-time)
4 Educational Assistants (part-time)

Number of Children Involved
JHS and/or IS: 450

Contact Person: Mrs. Audrey Wiener

Telephone Number: 856-7008

ELEMENTARY SCHOOL DIAGNOSTIC AND REMEDIAL READING CENTER

Primary Objectives

To provide diagnostic services for potential non-readers in kindergarten and first grade to determine the causes of their retardation thereby making it possible for at least 90% of these pupils to be provided with individualized remedial instruction.

To provide diagnostic services for the economically and deprived five percent, who are unresponsive to the normal corrective classroom techniques, so that at least half of them will improve from special referral, special placement or a different form of individualized remedial instruction.

To offer the facilities of the center for resource materials and demonstration purposes for teachers of reading, thereby providing 80% of these visitors with additional knowledge, skills, and techniques for use with their students.

Project Description

The Diagnostic and Remedial Reading Center is located in the District office. Pupils with severe learning problems are transported to the center for testing by a specially trained team of a reading teacher and a psychologist. Reading, hearing, vision, body awareness, and figure drawing tests are administered by the team, with the help of two educational assistants. Results and recommendations are sent to the home schools. If they lack the facilities for remediation, the Center assumes the responsibility for instruction.

In addition, three afternoons each week the center remains open from 3:00 to 5:00 p.m. for fourth, fifth and sixth grade pupils, from the neighboring school, who are two years retarded in reading. A teacher and two educational assistants supervise these sessions.

The eyes of all reading retardees, kindergartners and first graders are tested and referrals for professional eye examinations made accordingly.

ELEMENTARY SCHOOL DIAGNOSTIC AND REMEDIAL READING CENTER

District Number: 22

Total Budget: $25,379

Function Number: 75-1-6454

Number of Schools Involved
Elementary: 22

Project Personnel

1 Teacher (part-time)
1 Psychologist (part-time)
1 Project Coordinator (part-time)
1 Typist (part-time)
4 Educational Assistants (full-time)

Number of Children Involved
Elementary: 4,200

Contact Person: Mrs. Audrey Wiener

Telephone Number: 856-7008

TEACHER-TRAINING FOR NEW AND INEXPERIENCED TEACHERS

Primary Objectives

To provide new and inexperienced teachers with the opportunity to improve their skill in curriculum planning, organization and management of the classroom, and in the application of new tools and techniques in teaching. Successful attainment of these goals is expected if 80% of the participants receive ratings of "average" on a test devised by the evaluating agency.

To prevent economically and educationally deprived students from falling behind as a result of the inexperience of their teachers and instead increase the academic achievement of those whose teachers are participating in the program. Progress will be conceded if 75% of the pupils give indications of normal growth on Metropolitan Achievement Tests in mathematics and reading.

Project Description

Nine elementary schools are involved in the project for upgrading the skills of new and inexperienced teachers. Three teacher-trainers are responsible for the program in three schools. They work under the direct supervision of the principal in order to coordinate planning, programming and implementation. An attempt is being made to determine the most effective use of the services of the teacher-trainers for maximum benefit, by experimenting as follows on a rotating basis: one teacher-trainer spends a week in each of her three schools; another spends two weeks in each of her three schools; and the third spends a month in each of hers.

The trainers assist the teachers in preparing materials, setting up routines, planning and evaluating lessons, and in handling discipline problems. They give demonstration lessons and observe teachers as they conduct their own lessons. Workshops to discuss curriculum, methodology, classroom problems and demonstration lessons are held periodically, as well as individual conferences.

An example of specific techniques in a subject area is in reading, where help is given with informal book test, preparation for grouping, method of teaching phonics, and teaching a story.

TEACHER-TRAINING FOR NEW AND INEXPERIENCED TEACHERS
(continued)

District Number: 22

Total Budget: $63,363

Function Number: 75-1-6455

Number of Schools Involved
Elementary:9

Project Personnel

3 Teacher Trainers (full-time)

Number of Children Involved
Elementary: 2,500

Number of Teachers Involved
Elementary: 83

Contact Person: Mrs. Audrey Wiener

Telephone Number: 856-7008

JUNIOR HIGH SCHOOL READING LABORATORY

Primary Objectives

To increase the rate of growth in reading through intensive remedial instruction so that comparison of the scores of pre and post testing with Metropolitan Reading Achievement tests will show 75% improvement.

To develop greater receptivity toward reading on the part of the participants. This will be measured by the responses of the teachers, parents and pupils to a questionnaire on apparent changes in attitude toward school attendance, toward work-study, and toward personal achievement.

Project Description

The Reading Laboratory is housed in the annex of J.H.S. 240, Brooklyn. The equipment is new, innovative and challenging. It includes Aud-X, tachistoscope, junior controlled readers in individual carrels, filmstrips, tape recorders and accessories. Eighty-five seventh grade students, reading more than two years below grade, are referred for intensive remedial reading instruction on the basis of the results of such tests as Metropolitan Reading Achievement, Bender-Gestalt, and Roswell-Chall Phonic. They attend the Laboratory one hour daily four times each week.

The pupils are programmed individually although they also work in flexible small groups using the machines in both instances. The machines are used for comprehension, vocabulary and speech; for word attack skills; for motility training, eye movement, recall; for training in listening skills.

The teacher and the two educational assistants are given three days of training by the Educational Developmental Laboratories prior to the initiation of the program.

District Number: 22

Total Budget: $39,317

Function Number: 75-1-6456

Number of Schools Involved JHS and/or IS: 2

Project Personnel

1 Teacher (full-time)
2 Educational Assistants (full-time)

Number of Children Involved JHS and/or IS: 85

Contact Person: Mrs. Audrey Wiener

Telephone Number: 856-7008

EDUCATIONAL ASSISTANTS TO AID UNDERACHIEVERS

Primary Objectives

To intensify the instruction of educationally and economically deprived pupils by utilizing the services of educational assistants whose help will make it possible for 90% of the pupils to reach grade level in mathematics and reading.

To provide assistance for the teachers so that their teaching time will be increased by at least 20% more than heretofore.

Project Description

Twenty-one educational assistants are assigned to six elementary schools with more paraprofessional services being allocated to the first grade, where the need is greatest to upgrade the slow learners. The educational assistants receive pre-service and in-service training as preparation for their role as assistants to the teachers. They do clerical work, help with small group instruction, prepare curriculum aids, operate audio-visual equipment.

Since the pupils for whom the program was initiated are predominantly first grade underachievers, much of the emphasis is on the development of reading readiness and language skills, and concept formation.

District Number: 22

Total Budget: $68,645

Function Number: 75-1-6457

Number of Schools Involved
Elementary: 6

Project Personnel

21 Educational Assistants (full-time)

Number of Children Involved
Elementary: 525

Contact Person: Mrs. Audrey Weiner

Telephone Number: 856-5821

EXPERIMENTAL ELEMENTARY PROGRAM

Primary Objectives

To test, in practice, a program of innovative elementary education which shows promise of improving achievement of children in culturally deprived areas.

To provide experiential enrichment for children whose backgrounds may have impeded the development of their full potential.

To improve school-community interaction by providing for involvement of the community and professional staff in the design and implementation of the program.

Project Description

This program, Model A, features formal education beginning at the age of three and an extended school day for older children. A reduced teacher-pupil ratio and increased numbers of paraprofessionals make possible a team-teaching approach which emphasizes flexible grouping around individual pupils' characteristics, abilities and needs. A personnel team includes guidance counselors, psychologist, social worker and psychiatrist. Workshops and institutes are conducted for training of both the professional and paraprofessional staff.

An advisory council serves in all matters affecting school-community relations and the educational program. An incentive fund to encourage and support worthy educational projects proposed by the council in cooperation with the principal is also a facet of this model.

The school involved in this program is P.S. 332, Brooklyn.

District Number: 23

Total Budget: $1,155,870

Function Number: 18-04411
77-1-8401

Number of Schools Involved
Elementary: 1

Project Personnel

Number of Children Involved
Elementary: 888

2 Assistant Principals (full-time)
57 Teachers (full-time)
4 Guidance Counselors (full-time)
2 School Secretaries (full-time)
1 School Psychiatrist (part-time)
1 School Social Worker (full-time)
1 School Psychologist (full-time)
42 Educational Assistants (full-time)
3 School Aides (full-time)

Contact Person: Miss Susanne K. Albert

Telephone Number: 856-5821

INCREASED SERVICES FOR EDUCATIONALLY DISADVANTAGED CHILDREN

Primary Objectives

To provide increased diagnostic and corrective services to retarded readers in the target population.

To help children who are learning English as a Second Language overcome the language barrier as rapidly as possible by increasing oral and written facility, and by enriching their knowledge of community customs and mores.

To provide guidance services to identify and evaluate the potential of the target population, and to create a channel through which agency referals are made.

Project Description

The project consists of three components: Corrective Reading, English as a Second Language and Guidance.

Selection of the group for Corrective Reading is based on the results of the most recently administered standardized reading test. The Corrective Reading Teacher works with small groups for individualized instruction, provides diagnostic services and makes long-range plans where special help is needed. The newly appointed classroom teachers receive assistance in the teaching of reading and in the acquisition of knowledge of preventive measures against reading disabilities.

The English as a Second Language teacher does intensive work in all curriculum areas with those children rated C-F, to equip them for early assimilation into regular classes. They are tested periodically to evaluate progress. Twenty periods a week, each 45 minutes in duration are devoted to the instruction of groups numbering 10-12 in the elementary schools and 10-25 in the junior high schools. Media for instruction take many forms: puppetry, choral speaking, experience charts, games, rhyming, audio visual materials.

The guidance counselor screens pupils to identify potential, counsels parents and children, conducts parent and teacher workshops, coordinates articulation procedures, serves as consultant to parents, teachers and pupils.

INCREASED SERVICES FOR EDUCATIONALLY DISADVANTAGED CHILDREN
(continued

District Number: 24

Total Budget: $240,668

Function Number: 79-1-6451

Number of Schools Involved
Elementary: 3
JHS and/or IS: 4

Project Personnel

2 Guidance Counselors (full-time)
12 Teachers (full-time)
1 Teacher (part-time)

Number of Children Involved
Elementary: 808
JHS and/or IS: 3,785

Contact Person: Mr. Harry Berson

Telephone Number: 699-4141

SERVICES FOR THE POOR CHILDREN WHO ARE EDUCATIONALLY RETARDED IN DISTRICT 25 - QUEENS

Primary Objectives

Upon conclusion of the program the participants will be able to read at a grade level nine months higher than at the beginning. This will be measured as a reading score consisting of a composite of vocabulary and comprehension. It is expected that one-half of the participants will achieve measurable growth according to pre and post-testing, using the Metropolitan Reading Tests.

The corrective reading teacher will work closely with the school librarian and classroom teacher to foster the love of reading as a recognizable component of the life style of each participant. It is expected that each participant will read a minimum of one more book this year than last year. One-half of the participants will read a minimum of four books by the end of the year.

Participants will have improved attendance records as measured by a comparison of their absence statistics with those of a control group of children not participating in the program.

Participants will have greater success in achieving satisfactory grades in all school subjects because of their improved reading ability and better feeling about their identification with the receiving school, resulting from their success in reading and from individualization of adult attention. More than one-half of the participants will achieve some improvement in subject grades on their report cards as measured by their classroom teachers.

Participants will effect improved interpersonal relationships with fellow pupils as well as staff and disruptive classroom behavior will diminish. This behavioral change will be indicated by fewer referrals to the principal.

Participants will exhibit improved study habits and skills as a result of individual attention and special instruction on a continuing basis. Pupils who previously were poorly prepared in their homework will successfully complete their assignment.

Project Description

The program varies for different schools according to the particular needs of the children involved. Corrective reading teachers, in nine schools, meet groups of ten children each for two one-hour sessions each week. The children are selected on the basis of priority in their reading retardation. In addition to providing corrective reading instruction and diagnostic services, the corrective reading teacher acts as leader of an instructional team which includes classroom teachers, the guidance counselor, the school librarian, the district reading consultant, a principal or assistant principal and the district coordinator, in order to insure a comprehensive, well-coordinated program.

SERVICES FOR THE POOR CHILDREN WHO ARE EDUCATIONALLY RETARDED IN DISTRICT 25 - QUEENS
(continued)

One guidance counselor, dividing her time among three schools, provides counselling service to the participating children.

In each of five schools, two educational assistants work with these children in regular classrooms. They provide individualized and small-group instruction.

At two schools, tutorial centers involving a homework helper program are provided daily after school hours. In each, a master teacher is in charge of a team of ten tutors. The tutors provide help in subject areas as well as effecting a strong positive image for emulation.

District Number: 25

Total Budget: $203,803

Function Number: 81-1-6452

Number of Schools Involved
Elementary: 7
JHS and/or IS: 2

Project Personnel

1 Guidance Counselor (full-time)
4 Teachers (full-time)
1 Coordinator (full-time)
5 Teachers Assigned (part-time)
1 Teacher (part-time)
1 Coordinator (part-time)
1 Assistant Coordinator (part-time)
20 Student Aides (part-time)
10 Educational Assistants (part-time)
1 Senior Stenographer (part-time)

Number of Children Involved
Elementary: 440
JHS and/or IS: 80

Contact Person: Mr. Harold Schwartzapfel

Telephone Number: 591-2100

LEARNING LABORATORIES TO ENRICH THE READING PROGRAM

Primary Objectives

To increase the students' reading skills and experiences so that at the end of the year 80% will demonstrate a mean increment of one year in the areas of word knowledge and comprehension as tested by a pre and post administration of the Metropolitan Achievement Test in Reading.

Project Description

This project is created to service students residing in the district, and many on the Open Enrollment plan, whose educational underachievement is due to conditions of poverty. More than 60% of these students are functioning a year or more below their reading potential.

In each of 29 schools, a Learning Laboratory resource center is established to supply classes with special equipment and materials to provide listening experiences, oral language activities, and reading activities for the culturally disadvantaged students. Cassettes, records, trade books, kit materials, teacher-made materials, books and tapes constitute reinforcement in developing concepts, enriching vocabulary, furthering oral expression, and improving reading skills.

The Educational Assistant, under the supervision of the teacher, uses the mobile laboratory with assigned students to provide them with oral-aural reading experiences. She meets with approximately 15 students at one time. Some receive instruction daily, while others with less severe problems are assisted two or three times per week.

District Number: 26

Total Budget: $116,843

Function Number: 83-1-6452

Number of Schools Involved
Elementary: 24
JHS and/or IS: 5

Project Personnel

29 Educational Assistants (part-time)

Number of Children Involved
Elementary: 1,440
JHS and/or IS: 300

Contact Person: Mrs. Rita Ragger

Telephone Number: 454-8600

SUPPORTIVE TRAINING FOR INEXPERIENCED AND NEW TEACHERS (STINT)

Primary Objectives

After a ten-month training period, approximately 24 of the new and inexperienced teachers will have developed skills in lesson planning, methodology, and grade curriculum as measured by the Parsons Guided Self-Analysis Systems.

Reading improvement of pupils who are students of the new teachers in this program should increase by at least six months as measured by the Metropolitan Achievement Test. (A control group is used as a basis of comparison.)

The rate of turn-over of new teachers in the district, which is now 18-20%, will be reduced by 10%.

Project Description

Each of the three master teachers works with a maximum of nine new and inexperienced teachers. The teacher-trainer provides help on a one-to-one basis, in small groups and in the classroom. She demonstrates methodology and materials in grades K-6 in all curriculum areas. She meets with the school administrators to determine the scope and sequence of her activities.

A teacher-trainer coordinator supervises the training program, collects and distributes samples of curriculum materials, and organizes and conducts workshops on a district-wide level.

District Number: 27

Total Budget: $60,010

Function Number: 85-1-6452

Number of Schools Involved
Elementary: 3

Project Personnel

3 Teacher-Trainers (full-time)
1 Teacher-Trainer Coordinator (part-time)
1 Supervising Clerk (part-time)

Number of Children Involved
Elementary: 900

Number of Teachers Involved
Elementary: 27

Contact Person: Mrs. Dorothy Spar

Telephone Number: 441-8082

OPERATION SEARCH

Primary Objectives

The 120 students who receive supportive basic skill services will show at least six months' improvement in mathematics and reading.

At least 30% of the program participants will apply to academic and specialized high schools as a result of individualized counseling.

As a result of special educational and vocational trips, participating students will acquire knowledge and awareness of institutions of higher learning and career opportunities, as measured by specially developed questionnaires.

Project Description

The project uses individual and small-group counseling as techniques for creating and strengthening the desire to remain in school and for raising aspirational levels of both elementary and junior high school students. Groups of eight to twenty-five visit nearby high schools, private schools, colleges and industrial plants. In larger groups, basic information is transmitted through filmstrips, films, role-playing. Supportive counseling for the individual is the main thrust of the project.

The Guidance Counselors participate in and supervise group counseling, tutoring, training of paraprofessionals and planning school program. They coordinate and publicize the program, assess the needs of students, evaluate the on-going process and exchange information and findings with other counselors.

The paraprofessionals are responsible for controlling the flow of students to and from the guidance office, contacting parents, operating audio-visual equipment, and distributing literature to interested students.

District Number: 27

Total Budget: $201,015

Function Number: 85-1-6453

Number of Schools Involved
Elementary: 2
JHS and/or IS: 4

Project Personnel

7 Guidance Counselors	(full-time)
1 Teacher-Coordinator	(part-time)
1 School Secretary	(full-time)
12 Teacher Aides	(full-time)

Number of Children Involved
Elementary: 500
JHS and/or IS: 1,000

Contact Person: Mr. Jerome Shostak

Telephone Number: 835-9000

AEROSPACE EDUCATION RESOURCE CENTER

Primary Objectives

The fifth and sixth graders participating in this program will demonstrate an increase in scientific knowledge in aerospace as measured by teacher-made tests, supervised by an evaluator.

The students after having made several trips to the Aerospace Resource Center and supervised visits to La Guardia Airport will acquire a working knowledge of the Aerospace Industry as measured by a special post-test on career-oriented information.

Approximately 300 interested students will have joined the Aerospace After-School Model Club at which they will have learned to build solid airplane and rocket models, how to read and interpret blueprints, and be introduced to selected principles of aerodynamics as measured by a teacher-made test supervised by the evaluator.

Project Description

The project has three components: the Aerospace Education Resource Center housed in P.S. 90; three after-school club centers at P.S. 90, 180 and J.H.S. 198; and La Guardia Airport. The program is an interdisciplinary learning experience which is closely related to language arts, social studies, mathematics, science and art. In addition, career opportunities for young people are highlighted as another facet of the project.

Fifth and sixth grade pupils are instructed at the Resource Center for one and one-half hours in the history of aviation, routines and preparation of a plane for a flight and the principles of flight.

The personnel includes a teacher-coordinator who schedules and conducts tours of the airport, obtains pertinent literature, charts, maps, supplies, and trains paraprofessionals as his assistants. Two paraprofessionals arrange equipment and furniture at the center, maintain an inventory of literature and other materials distributed and assist with the supervision of pupils at the airport. Three after-school club teachers instruct pupils in building solid airplanes and rocket models, in reading and interpreting blueprints and in the eventual flying of the completed model.

AEROSPACE EDUCATION RESOURCE CENTER
(continued)

District Number: 27

Total Budget: $41,267

Function Number: 85-1-6454

Number of Schools Involved
Elementary: 27

Project Personnel

1 Teacher-Coordinator (full-time)
1 Teacher-Coordinator (part-time)
3 Teachers (part-time)
2 Educational Assistants (full-time)

Number of Children Involved
Elementary: 18,000

Contact Person: Mr. Bernard Spar

Telephone Number: 441-8110

DIAGNOSTIC READING

Primary Objectives

To raise the reading level by one grade of those children in the second grade who are reading below grade level.

To minimize oral language deficiencies.

To acquaint parents with the schools' reading program and to provide them with ways of helping their children in reading at home.

To increase individualization of instruction by providing each teacher with paraprofessional assistance.

Project Description

1200 second-grade students who are reading below grade level are involved in this program. Those reading below first grade are tested in September with the New York City Pre-Reading Assessment Test and the remainder, reading below second grade, with the Metropolitan Achievement Reading Test. On the basis of the test results, groups in each of ten schools are formed for daily instruction.

Each group consists of a maximum of 12 students with the assistance of a paraprofessional. The one-hour session includes the development of auditory and visual discrimination, decoding and comprehension skills.

The paraprofessional controls the flow of children to and from the classrooms; operates the reading machines and listening center equipment, assists with record keeping, room decoration, assembling supplies; and makes contact with parents.

District Number: 27

Total Budget: $177,570

Function Number: 85-1-6455

Number of Schools Involved
Elementary: 10

Project Personnel

3 Teachers (full-time)
2 Substitute Teachers (part-time)
1 Stenographer (full-time)
14 Teacher Aides or Educational Assistants (full-time)

Number of Children Involved
Elementary: 1,200

Contact Person: Mr. Marvin Aaron

Telephone Number: 835-9000

EDUCATIONAL ADVANCEMENT CENTER AND CULTURAL ENRICHMENT PROGRAM

Primary Objectives

As a result of ten hours weekly instruction in remedial reading and language arts during the funded year, students will achieve a mean gain of one year as measured by pre-and post-testing with the California Achievement Test.

As a result of ten hours weekly instruction in remedial mathematics, during the funded year, students will achieve a mean gain of eight to nine months as measured by pre-and post-testing with the California Achievement Test.

Based upon a pre, medial, and post-testing of the students with an attitudinal scale developed by the staff the students will demonstrate at the end of the funded year at least 20% more positive attitude in cultural areas as a result of Cultural Enrichment Program.

Project Description

The project has two components, the individualized instruction program and the cultural enrichment program, serving 125 pupils from seven elementary schools in the district.

Inasmuch as the reading and mathematics retardation average two and one-half years in the sixth grade in this poverty area, it is imperative that intensive instruction begin with grade three and extend to grade six.

Pupils are tested to determine specific weaknesses in the above subject areas. On these results are based the individualized curricula to correct these weaknesses. Materials from different series, such as Science Research Associates and Merrill Linguistics, are part of the weekly instruction. Instructional cassettes, drill cards and drill tapes are also used. For this component, bus transportation is provided to and from the participating schools.

The cultural enrichment component operates on Saturdays only. Ten professional groups representing a variety of the arts perform at the Center during the year. In addition, subject area supervisors and teachers provide background facts on African-originated dancing, instrumental music, art, drama and ballet to the pupils who attend the sessions.

EDUCATIONAL ADVANCEMENT CENTER AND CULTURAL ENRICHMENT PROGRAM
(continued)

District Number: 28

Total Budget: $218,524

Function Number: 87-1-6452

Number of Schools Involved
Elementary: 7

Project Personnel

Number of Children Involved
Elementary: 125

1 Coordinator (full-time)
4 Teachers (full-time)
1 Guidance Counselor (full-time)
4 Subject Area Supervisors (part-time)
5 Teachers (part-time)
1 Senior Stenographer (full-time)
7 Educational Assistants (full-time)

Contact Person: Mrs. Mildred Nelson

Telephone Number: 739-5588

DIAGNOSTIC READING CLINIC GRADES 1 AND 2

Primary Objectives

To structure the program so that the total needs of the children are met through diagnosis, analysis, and materials designed to correct their problems in anticipation that 75% of the children serviced will gain progress of nine months or more within the school year.

To expand levels of motivation by involving the family and the community in work of the clinic/

Project Description

Five diagnostic reading centers serve 150 first and second grade pupils who are hold-overs, and who are retarded in reading by one or two years. Diagnostic procedures followed by specialists determine the measurable degree and cause of retardation. Recommendations for special instruction are made accordingly. Standardized tests are administered periodically to evaluate progress in reading.

The effectiveness of the program can be equated with the responsibilities of its reading teachers. These are manifold and include the following: to administer and keep records of the results of standardized tests and of class progress; to make referrals; to confer with classroom teacher, teacher-in-charge and the social worker to discuss progress and to make recommendations; to implement suggestions from psychologist for the individualized instruction of the child; and to supervise, train and direct the paraprofessionals in the performance of those duties assumed in their role as assistants to the teachers.

District Number: 28

Total Budget: $177,540

Function Number: 87-1-6453

Number of Schools Involved
Elementary: 5

Project Personnel

1 Teacher-in-Charge (part-time)
20 Reading Teachers (part-time)
1 Social Worker (part-time)
1 Psychologist (part-time)
1 Clerk-Typist (part-time)
20 Educational Assistants (part-time)

Number of Children Involved
Elementary: 150

Contact Person: Mrs. Georgia Parker

Telephone Number: 657-4760

EXPERIMENTAL ELEMENTARY PROGRAM

Primary Objectives

To test, in practice, a program of innovative elementary education which shows promise of improving achievement of children in culturally deprived areas.

To provide experiential enrichment for children whose backgrounds may have impeded the development of their full potential.

To improve school-community interaction by providing for involvement of the community and professional staff in the design and implementation of the program.

Project Description

This program, Model D, provides for greater accountability of the school to parents, combined with improved parent education and home-school liaison. An Evening Child Guidance Center allows for greater involvement with parents who are unable to visit the school during the regular hours.

The model emphasizes prevention of learning disabilities through early diagnosis and identification of potential problem learners and the introduction of corrective educational programs.

A program for teacher moms employs community adults, under teacher direction, to assist children on a one-to-one basis and high school students to assist them on a one-to-one basis in an after-school program.

An instructional resources center includes information on such topics as innovative programs and the use of new materials as well as provision for assisting the teachers in developing self-designed materials. A research, development and training unit carries, among its responsibilities, curriculum development, evaluation and staff training.

A school advisory council serves in all matters affecting school-community relations and educational programs. An incentive fund, to encourage and support worthy educational projects proposed by the council in cooperation with the principal, is also a facet of this model.

EXPERIMENTAL ELEMENTARY PROGRAM
(continued)

District Number: 28

Total Budget: $487,098

Function Number: 18-04411
87-1-8404

Number of Schools Involved
Elementary: 1

Project Personnel

Number of Children Involved
Elementary: 861

1 Assistant Principal (full-time)
16 Teachers (full-time)
2 Teachers (part-time)
2 Teacher Trainers (part-time)
1 Guidance Counselor (full-time)
1 School Secretary (full-time)
2 School Secretaries (part-time)
1 School Psychologist (full-time)
1 School Psychologist (part-time)
1 School Social Worker (full-time)
1 School Social Worker (part-time)
22 Educational Assistants (full-time)
1 Educational Assistant (part-time)
1 Parent Program Assistant (full-time)
15 Student Aides (part-tome)
1 Family Assistant (part-time)

Contact Person: Dr. Hugh McDougall, Jr. Telephone Number: 544-2720

DISTRICT ADMINISTRATIVE BUDGET

Primary Objectives

To provide needed secretarial assistance in administration of State Urban Education programs.

To provide for additional communication with the schools, the community, Central Headquarters and State officials in connection with State Urban Education programs.

Project Description

This project employs a full-time stenographer from 9:00 a.m. to 5:00 p.m. to handle all clerical and secretarial duties for the State Urban Education office in District 29. She takes and relays telephone messages, acts as receptionist, is responsible for the handling of all correspondence and for the preparation of materials for distribution. The District Coordinator supervises her in the performance of these functions.

The Coordinator prepares and writes proposals after consultation with the District Advisory Committee, Community School Board and Superintendent. She is responsible for the selection of some personnel, and for making visits to project sites to observe the implementation of the programs. She is the liaison person between the District and the State Urban Education Office at the Board of Education.

District Number: 29

Total Budget: $26,761

Function Number: 89-1-6451

Number of Schools Involved
Elementary: 14
JHS and/or IS: 3

Project Personnel

1 Stenographer (full-time)
1 Teacher Coordinator (full-time)

Number of Children Involved
Elementary: 19,162
JHS and/or IS: 6,428

Contact Person: Mrs. Beulah Johnson

Telephone Number: 723-3999

SUMMER DAY ELEMENTARY SCHOOLS

Primary Objectives

To raise the achievement, by 6 months, of those pupils measured as retarded in reading or mathematics.

To encourage continuing interest in outside reading as measured by number of books borrowed.

Project Description

This program involves 14 elementary schools, and is designed to improve the reading and mathematics skills of 200 pupils retarded 2 or more years in reading and one or more in mathematics. The students are transported from each school by bus to P.S. 156, the center for the project, where they receive intensive remedial instruction. Daily there are 6 classes in reading and 2 in mathematics.

Special effort is made to achieve a favorable attitude toward learning with the use of new and innovative materials as well as weekly attendance at the library to encourage borrowing.

District Number: 29

Total Budget: $13,048

Function Number: 89-1-6452

Number of schools Involved
Elementary: 14

Project Personnel

1 General Assistant (part-time)
8 Teachers (part-time)
1 Librarian (part-time)
1 Secretary (part-time)
1 School Aide (part-time)
1 Student Aide (part-time)

Number of Children Involved
Elementary: 200

Contact Person: Mrs. Beulah Johnson

Telephone Number: 723-3999

LIBRARY SCIENCE ASSISTANTS

Primary Objectives

It is hoped that at the termination of this program 50% of the students will borrow four or more books in a two-month period, motivated to this end by the interest and encouragement of the auxiliary personnel.

By relieving the school librarians and the science coordinator of non-teaching chores, the educational assistants free them to devote more time to the students thereby permitting 25% of the latter to improve their skills in the use of the library.

At least 90% of the paraprofessionals will be judged by their supervising teachers and outside educators to have achieved a satisfactory rating in the overall performance of their duties as indicated by response to a rating scale prepared by evaluating agency.

Project Description

An educational assistant is assigned to each of 15 elementary and two junior high schools to assist the librarian and the science coordinator. Four days are spent with the librarian and the fifth with the science coordinator. The educational assistant relieves the teacher of such non-teaching chores as the distribution and collection of science equipment and materials. She helps students in setting-up and performing experiments. She takes care of intake, processing, circulation and return of books. She is responsible for all record-keeping and maintenance of inventory.

District Number: 29

Total Budget: $29,098

Function Number: 89-1-6453

Number of Schools Involved
Elementary: 15
JHS and/or IS: 2

Project Personnel

16 Educational Assistants
1 Family Assistant

Number of Children Involved
Elementary: 1,800
JHS and/or IS: 240

Contact Person: Mrs. Beulah Johnson

Telephone Number: 723-3999

INSTRUCTIONAL MATERIALS LIBRARY PROGRAM

Primary Objectives

The creation of a center of multi-media materials in Social Studies and Language Arts, with a projected use by 50% of the Social Studies teachers, thereby making it possible for 50% of the students exposed to the materials to attain 80% on teacher-made tests.

Project Description

The project which is housed in Public School 36 is open from 9:00 a.m. to 5:00 p.m. during the school week. It has been established to make available to the students and teachers in the district a wide variety of instructional resource materials in social studies and language arts, both audio-visual and literary. These include transparencies, portable displays, charts, dioramas, filmstrips, photographic items prepared for slides, bulletins, pamphlets and books.

Only two employees are funded by Quality Incentive Programs - the clerk and the technician. The duties of the clerk are typing, filing, record-keeping, processing new materials and keeping inventory of items borrowed and returned. The technician makes posters and charts; arranges displays and bulletin boards; prepares transparencies and develops pictures; assists teachers and students in locating materials appropriate for the subject area.

District Number: 29

Total Budget: $8,145

Function Number: 89-1-6454

Number of Schools Involved
Elementary: 26
JHS and/or IS: 4

Project Personnel

1 Senior Clerk (full-time)
1 Audio-Visual Technician (full-time)

Number of Children Involved
Elementary: 19,251
JHS and/or IS: 6,391

Contact Person: Mrs. Beulah Johnson

Telephone Number: 723-3999

EXPERIMENTAL ELEMENTARY PROGRAM

Primary Objectives

To test, in practice, a program of innovative elementary education which shows promise of improving achievement of children in culturally deprived areas.

To provide experiential enrichment for children whose backgrounds may have impeded the development of their full potential.

To improve school-community interaction by providing for involvement of the community and professional staff in the design and implementation of the program.

Project Description

This program, Model B, provides individualization of instruction to meet the needs of every child. This involves diagnosis of the rate of learning, preferred learning experiences and personal characteristics of all pupils. It also provides for continuing qualitative assessment of each child's progress.

Clustered classes allow for group planning and other facets of team teaching. Junior Guidance and/or other special classes are provided to meet the needs of children with special problems.

An instructional resources center includes information on such topics as innovative programs and the use of new materials as well as provision for assisting the teachers in developing self-designed materials. A research, development and training unit carries, among its responsibilities, curriculum development, evaluation and staff training.

A school advisory council serves in all matters affecting school-community relations and educational programs. An incentive fund, to encourage and support worthy educational projects proposed by the council in cooperation with the principal is also a facet of this model.

District Number: 29

Total Budget: $754,927

Function Number: 18-04411
89-1-8402

Number of Schools Involved
Elementary: 1

Project Personnel

2 Assistant Principals (full-time)
22 Teachers (full-time)
4 School Secretaries (full-time)
6 School Psychologists (full-time)
52 Educational Assistants (full-time)
1 Parent Program Assistant (full-time)

Number of Children Involved
Elementary: 1,240

Contact Person: Mrs. Beulah Johnson

Telephone Number: 723-3999

DISTRICT COORDINATOR OF URBAN EDUCATION

Primary Objectives

To coordinate all State-funded projects within the district.

To assist in the implementation, supervision and evaluation of all State-funded programs.

Project Description

The district coordinator visits periodically all State-funded programs in order to determine needs and evaluate progress as well as to recommend methods for improving the instruction involved. He supervises and assists the personnel to make optimum use of materials and equipment. He meets with the district superintendent and members of the local school board and community agencies to report, evaluate and discuss all aspects of the various projects. He confers with personnel of the State and City Departments of Education for purposes of administration, supervision, evaluation and dissemination of information about all district State Urban programs.

District Number: 30

Total Budget: $38,109

Function Number: 93-1-6451

Number of Schools Involved
Elementary: 9
JHS and/or IS: 5

Project Personnel

1 Assistant Principal (Coordinator) (full-time)
1 Secretary (full-time)

Number of Children Involved
Elementary: 3,335
JHS and/or IS: 1,000

Contact Person: Mr. Milton Mayefsky

Telephone Number: 392-7615

AN ACTION-ORIENTED PROGRAM OF DRUG EDUCATION IN DISTRICT 30, QUEENS, ELEMENTARY AND JUNIOR HIGH SCHOOLS

Primary Objectives

It is expected that the 60 teachers involved in the five-month workshop will demonstrate a working knowledge of drug abuse, and upon completion of the in-service training, implement a working drug program in their respective schools, as measured by cognitive and affective pre and post testing as drawn up by the Narcotics consultants and the plans developed and implemented in the 11 schools.

It is expected that the involved students will have gained an introductory knowledge of the various drugs they are exposed to in District 30, as measured by pre and post testing.

Project Description

This program has two components, one for elementary and one for junior high schools. The program for the former consists of two phases. A seminar is conducted for elementary school administrators, to impart accurate, up-to-date, objective information on historical, physiological and sociological aspects of drug use and abuse and to develop techniques and resources for the initiation of a classroom curriculum. An action program for children follows, after which the teachers attend a series of sessions at which they evaluate and discuss the classroom action programs.

The junior high school component includes an in-service course for teachers on the use and abuse of drugs and analysis of the psychological, physiological and social aspects of drug abuse. Sessions are also conducted for administrators. They include discussions on such topics as the Action-Oriented Program for the district, implications of the New York State Mandate to establish a five-year program for critical health problems and drug abuse prevention and control programs.

A youth Leadership Program consists of 16 one-hour group discussions on the use and misuse of drugs, with ex-drug abusers, legal officers, pharmacologists, representatives of various agencies and youth leader workers.

A similar program is conducted for members of voluntary and official agencies, leaders, parents and other interested community members.

The last phase of the junior high school program emphasizes the development and implementation of innovative programs involving teacher-pupil activities.

AN ACTION-ORIENTED PROGRAM OF DRUG EDUCATION
IN DISTRICT 30, QUEENS, ELEMENTARY AND JUNIOR HIGH SCHOOLS
(continued)

District Number: 30

Total Budget: $116,044

Function Number: 93-1-6452

Number of Schools Involved
Elementary: 6
JHS and/or IS: 5

Project Personnel

1 Junior High School Principal (full-time)
2 Teachers (5 months)
2 Secretaries (full-time)
2 Consultants (75 days each)
70 Consultants (part-time)

Number of Children Involved
Elementary: 420
JHS and/or IS: 600

Number of Teachers Involved
JHS and/or IS: 20

Contact Person: Mr. Milton Mayefsky

Telephone Number: 392-7615

AN INTENSIVE NON-ENGLISH PROGRAM

Primary Objectives

Through an Intensive Language Speaking Program, it is expected that at least 90% of the participating students will receive a rating of B with respect to speaking ability. This rating is measured by the Board of Education Test "Scale for Rating Ability to speak English."

Project Description:

At Public School 17, special periods of systematic instruction in English, of approximately 45 minutes each are provided daily for four or five groups of 10 children. The schedule depends upon the rating scale results the children achieve on the New York City Board of Education Rating Scale. Those who speak no English have instruction daily; others come, depending upon their ability to speak English, for two or three days' instruction each week. The teachers of English as a Second Language consult with and advise the classroom teachers and the parents regarding the program and the children's progress.

At Junior High School 204, a class of 20 children function in a self-contained classroom with departmentalization for audience programs, health education, industrial arts and home economics. Two teachers instruct the students within the self-contained classroom in small groups, individually and as a whole. Since the group is composed of children who speak a variety of languages, much of the work of the class is geared toward a language emphasis program. A program of instruction, developed by the teachers, is specifically designed for these pupils.

The program at IS 126 provides special assistance to recently arrived foreign-born children. During one period each day they are provided with the opportunity to learn to communicate in English and also learn the cultural traditions of the United States while retaining their pride and understanding of their native country. During the rest of the day, each child remains within the mainstream of the school program, in one of four sections based upon their ability to communicate in English. As the students gain competence and self-confidence, they move through the sections and into a complete school program. The program utilizes a Language Laboratory equipped with carefully selected teaching machines to provide an approach to teaching English as a second language.

AN INTENSIVE NON-ENGLISH PROGRAM
(continued)

District Number: 30

Function Number: 93-1-6453

Project Personnel

4 Teachers (full-time)
2 Educational Assistants (full-time)

Total Budget: $66,900

Number of Schools Involved
Elementary: 1
JHS and/or IS: 2

Number of Children Involved
Elementary: 125
JHS and/or IS: 110

Contact Person: Mr. Milton Mayefsky

Telephone Number: 392-7615

READING THROUGH SCIENCE EXPERIMENTATION

Primary Objectives

Through the use of the Language Master Machines, Viewers, and Science Laboratory experiments, 180 children involved in the program, will have progressed at least six months in reading as measured by the Metropolitan Achievement Test.

The 180 students involved in this program will demonstrate at least 25% positive differential in science scores as measured by a pre and post test. A control group will be used.

Project Description

Science experiments are performed individually by children in a science laboratory equipped with Language Master Machines and Viewlex Viewers. Instructions for the performance of the experiments are written on laboratory worksheets which are prepared with the improvement of reading as the objective. Because the directions preparatory to the lessons are given by way of the Language Master Machine, it is necessary for the pupils to both listen and read. At any point the sound can be cut off and the teacher can check the children's reading by having them read Language Master cards into the machine. Each lesson is pre-taped into the machine by the teacher and the reading materials are prepared in advance. Each worksheet has a box of equipment to go with it for the children to perform the experiment.

District Number: 30

Total Budget: $39,099

Function Number: 93-1-6454

Number of Schools Involved
Elementary: 1

Project Personnel

2 Teachers (full-time)
1 Teacher Aide (full-time)

Number of Children Involved
Elementary: 180

Contact Person: Mr. Milton Mayefsky

Telephone Number: 392-7615

EVENING CLINIC AND GUIDANCE CENTERS

Primary Objectives:

To provide working parents and their school-age children immediate intake for guidance, intensive group counseling for purposes of referrals.

To provide diagnostic and intensive remediation services for children who have severe reading problems.

Project Description:

School-based guidance centers provide for both referral and walk-in guidance, clinical and remedial services. The guidance program, which is primarily voluntary, provides for a team approach to utilizing the discipline of counseling, social casework and psychological service in working with clients. In addition, the center provides for individual and small group remedial reading instruction and tutoring. The rationale behind the remedial program is to take children at their present level and improve their skills and confidence. After initial screening and academic testing, the student receives one-hour sessions of remedial tutoring given by a teacher on a one-to-one basis. During this period, the parent attends a workshop conducted by a social worker and psychologist in an attempt to arrive at the root of the problems. Students who have social problems of a more serious nature are seen by a social worker or guidance counselor for individual intensive counseling. When indicated, the social worker meets some of the parents on an individual basis. The teachers test the academic growth periodically and letters are sent to the principal and counselor of the day school that the students attend. The teachers of the day school are invited to case conferences regarding particular children so that they can be apprised of services being fiven to them. Case conferences, held with professional staff are held once a month. The conferences include progress reports from the teachers, social workers, counselors and directors. Queens College student volunteers are each assigned to do remedial work with one pupil, under teacher direction. These students confer with the program director and join in monthly staff conferences. Special conferences are also called as needed.

EVENING CLINIC AND GUIDANCE CENTERS
(continued)

District Number: 30

Total Budget: $48,665

Function Number: 93-1-6455

Number of Schools Involved
Elementary: 8
JHS and/or IS: 2

Project Personnel

5 Guidance Counselors (part-time)
4 Social Workers (part-time)
7 Teachers (part-time)
1 Psychologist (part-time)
2 School Secretaries (part-time)

Number of Children Involved
Elementary: 200
JHS and/or IS: 100

Contact Person: Mr. Milton Mayefsky

Telephone Number: 392-7615

CHILDREN'S NATURAL SCIENCE WORKSHOP

Primary Objectives

Through the curriculum enrichment in science field trips and workshops, it is expected that the 2,000 involved children will have advanced at least one year in Science learnings as measured by teacher-made tests in science.

As measured by anecdotal reports of the various librarians in involved schools, it is expected that children will have read and taken out more library books on science and ecology than in previous school years.

Project Description

The program is one in natural science and urban ecology, utilizing four locations for instructional sites: the individual classroom; the interpretive center, or workshop, at P.S. 127; the neighborhood in the immediate vicinity of the individual schools; and culture and natural facilities in New York City.

In order to heighten children's awareness and appreciation of their natural environment, thereby laying a foundation for further study and enjoyment of the natural world, they are provided with the opportunity for first-hand experiences with living things and the physical aspect of the environment. They are thus guided, sequentially, to understand basic ecology concepts.

The program is implemented through a series of closely articulated indoor-outdoor lessons. Between September and January, every class visits the interpretive center, where the ecological theme for the period is introduced. From January through March, classroom lessons are given by the staff naturalist-teacher, in preparation for a field trip. From April through June, each class takes a field trip with a follow-up lesson given by the staff naturalist-teacher. In addition, classroom science activities are conducted by the teacher and, at least twice during the year, discovery walks around the school building are led by the staff naturalist-teacher.

District Number: 30

Total Budget: $43,889

Function Number: 93-1-6456

Number of Schools Involved
Elementary: 9

Project Personnel

1 Teacher (full-time)
1 Teacher (part-time)
1 Educational Assistant (part-time)
1 Clerk (part-time)

Number of Children Involved
Elementary: 2,250

Contact Person: Mr. Milton Mayefsky

Telephone Number: 392-7615

ART AS AN APPROACH TO INDIVIDUALIZED READING

Primary Objectives

Through the use of the medium of Art, the 50 children in the program will have gained at least one year in reading growth as measured by the Metropolitan Achievement Test.

Project Description

On the basis of performance below grade level as determined by administering the California Diagnostic Reading Test, an individualized reading program, devised to meet the needs of each student, is implemented twice weekly, for fifty children. Each child proceeds at his own pace, testing himself and recording his progress with the reading teacher. The reading teacher furnishes testing information on each child so that the art teacher may plan creative and stimulating projects to reinforce and build skills. The child is scheduled for three one-hour periods weekly of art instruction by a competent art teacher.

Two one-hour lessons, weekly, are devoted to group activities involving a variety of experimental materials and providing a flexible developmental approach to learning experiences. Activities are planned to provide for verbal communication, teamwork and such action-oriented lessons as puppetry making and dramatization, motion-picture and slide making and construction of playground equipment.

One period each week is devoted to stressing individual skills in reading, closely correlated to the activities stressed by the reading teacher.

District Number: 30

Total Budget: $35,569

Function Number: 93-1-6457

Number of Schools Involved
Elementary: 1

Project Personnel

1 Art Teacher (full-time)
1 Reading Teacher (part-time)
1 School Aide (full-time)
2 Teachers (part-time)

Number of Children Involved
Elementary: 50

Contact Person: Mr. Milton Mayefsky

Telephone Number: 392-7615

A MULTIMEDIA COMMUNICATION-SKILL SYSTEM - EDL - LOOK, LISTEN, LEARN

Primary Objectives

Through the use of the Educational Development Laboratory Program, 200 children will have improved at least one year in Reading as measured by the New York State Inventory of Reading Growth.

Project Description

The program consists of several independent working groups which are auto-instructional and which vary daily. The groups use such equipment as Aud-X, Controlled Readers, Tach-X, tape recordings, records and programmed material. Group activities include training in perceptual accuracy and visual efficiency, building experiences in small-group teacher-directed activities. Children engage in self-evaluation through the use of skill sheets. Reinforcement is provided through additional practice sheets. Other activities include independent reading, creative dramatics, creative writing, listening to records, choral speaking and construction activities. Educational assistants, under teacher-direction, assist in the individualization of instruction, preparation and care of machines, and scoring of individualized work of the children.

District Number: 30

Total Budget: $43,046

Function Number: 93-1-6458

Number of Schools Involved
Elementary: 3

Project Personnel

7 Educational Assistants (full-time)
1 Teacher (full-time)

Number of Children Involved
Elementary: 198

Contact Person: Mr. Milton Mayefsky

Telephone Number: 392-7615

MATHEMATICS LABORATORY TO STRENGTHEN INSTRUCTION IN THE MATH CURRICULUM AT I.S. 126 QUEENS

Primary Objectives

Through the use of the Mathematics Laboratory, the 60 involved students will show at least six months' gain in mathematics as measured by the Metropolitan Achievement Test.

Project Description

A highly skilled mathematics teacher is assigned to coordinate and teach the program. The children who are weakest in mathematics are selected for small group and individual instruction in the mathematics laboratory. Two sixth grade and two eighth grade groups, of 15 children each, receive approximately 40 minutes of instruction, daily. The calculators, programmed materials and other special mathematics equipment are utilized in a multi-sensory approach to develop greater ability to understand and perform arithmetical calculations as well as learn mathematical concepts. The laboratory is an adjunct to the school's team teaching situation and serves as a vital extrinsic motivation for the weaker mathematics pupils as well as provides the challenge of new mathematics equipment and materials for the better mathematics pupils and other innovative work. In addition to the normal teaching time during which the weaker pupils are instructed, there are a number of periods when the laboratory is available for use by the better mathematics students.

District Number: 30

Total Budget: $29,401

Function Number: 93-1-6459

Number of Schools Involved
JHS and/or IS: 1

Project Personnel

1 Teacher (full-time)
1 Educational Assistant (full-time)

Number of Children Involved
JHS and/or IS: 60

Contact Person: Mr. Milton Mayefsky

Telephone Number: 392-7615

DISTRICT ADMINISTRATIVE BUDGET

Primary Objectives

To employ and retain well-trained personnel endowed with an understanding and sensitivity for the problems of the poor as well as the needs of educationally disadvantaged children.

Project Description

All administrative phases of project development from initial planning to final evaluation are included in the responsibilities of the staff and are supervised by the District Coordinator of the State Urban Education. Among these responsibilities is assistance in smoothly implementing the separate proposals so as to benefit, from an administrative point of view, all the children and staff involved. The District Coordinator is responsible for all of the instructional and administrative details of the program, under the supervision of the District Superintendent. He attends regularly scheduled conferences with parents, Civic Groups and Civic Organizations. The Assistant District Coordinators are responsible for the level and quality of instruction and services; the coordinating of evaluations of these activities; administrative details pertaining to budget, personnel and payroll; communications pertaining to staff requirements and dissemination of program information to parents, the community and various media.

District Number: 31

Total Budget: $35,662

Function Number: 95-1-6451

Number of Schools Involved
Elementary: 8
JHS and/or IS: 2

Project Personnel

1 District Coordinator (part-time)
2 Assistant District Coordinators (part-time)
1 Senior Clerk (full-time)
1 Typist (full-time)
2 Clerks (part-time)
1 Senior Stenographer (part-time)

Number of Children Involved
Elementary: 7,049
JHS and/or IS: 3,496

Contact Person: Mr. Louis De Sario

Telephone Number: 447-7950

SUMMER DAY ELEMENTARY SCHOOL P.S. 50

Primary Objectives

To improve the reading level of a selected group of retarded readers by providing an intensive six-week summer program.

To raise achiement levels in mathematics by providing corrective mathematics instruction.

Project Description

Remedial reading and mathematics instruction are provided for 240 children entering grades three to six in September, who are retarded one year or more in these areas. In addition, instruction is offered in all areas of language arts. Bus trips to cultural sites are provided as an enrichment feature of the program. The program operates for three hours a day for six weeks. The program also includes three sessions for staff orientation and planning. Class registers average 20 pupils per group.

District Number: 31

Total Budget: $15,900

Function Number: 95-1-6452

Number of Schools Involved
Elementary: 1

Project Personnel

1 Supervisor (part-time)
1 School Secretary (part-time)
11 Teachers (part-time)
1 Teacher Librarian (part-time)
1 School Aide (part-time)

Number of Children Involved
Elementary: 240

Contact Person: Mr. Robert Garcia

Telephone Number: 447-7950

PROJECT CIVIC

Primary Objectives

To provide a flexible counseling program outside the school building, in the community, at varying hours with the principal goal of raising aspirational levels. As a result of these meetings, it is expected that 75% of the participating pupils will raise their sights from a lower occupation to one calling for greater education and training; 90% of the parents will have a greater knowledge of the meaning of their children's class placement and functioning level so that they can play a greater role in the educational and vocational planning for their children's future, and 25% of the students will move to more advanced classes or higher grade classifications. As a result of the meetings in the homes, 60% of the parents who never came to school before are expected to come to the school for meetings with counselors, teachers or supervisors. A questionnaire, which provides for anonymity, will be supplied to all students and parents interviewed.

Project Description

Counselors and assistants visit parents and students in their homes or community rooms, individually or in groups, for the purpose of supplying educational and vocational information, working with student-related problems and providing liaison among students, parents, community groups and schools. The main thrust is outreach into the community. Times and places for activities are determined by need. The program aims to promote a feeling that students and parents, together with the school staff, can be instrumental in bringing about changes and improvement in the educational process by means of supplying to parents who cannot visit school during the day an understanding of such items as reading scores, school promotion policies, appropriate people in schools from whom to get information and service and educational and vocational planning.

District Number: 31

Total Budget: $35,164

Function Number: 95-1-6453

Number of Schools Involved
Elementary: 24
JHS and/or IS: 5

Project Personnel

1 Guidance Counselor (Coordinator) (full-time)
3 Guidance Counselors (part-time)
1 Parent Program Assistant (part-time)
3 Educational Assistants (part-time)
1 School Secretary (full-time) (5 months)
1 Supervisor of Guidance (part-time)

Number of Children Involved
Elementary: 150
JHS and/or IS: 250

Number of Familes Involved
Elementary: 40
JHS and/or IS: 60

Contact Person: Mr. Louis De Sario

Telephone Number: 447-7950

FAMILY LIVING AND SEX EDUCATION

Primary Objectives

As a result of the instruction in Family Living imparted to these children 85% of the participating children will achieve a rating of satisfactory (C), as measured by a teacher-made test.

Seventy-five percent of the participating students will demonstrate a positive significant difference with respect to attitudes toward themselves and others as based on pre and post testing by an attitudinal scale.

Project Description

A coordinator, trained in the dynamics of family living and sex education, trains and supervises teachers participating in the program. Three teacher-training sessions each are conducted from 3:00 to 5:00 p.m. for teachers grouped according to the grades they teach. Workshops are held, in addition, in response to requests from teachers for continued and expanded assistance. Parents and general community groups also meet with the coordinator for information as to the scope and sequence of the program. Children from Pre-K through Grade 8 receive up to 45-minutes of daily instruction, dependent upon the grade.

District Number: 31

Total Budget: $27,500

Function Number: 95-1-6455

Number of Schools Involved
Elementary: 6
JHS and/or IS: 14

Project Personnel

1 Coordinator (full-time)
1 Teacher-Trainer (part-time)
1 Clerk-Typist (full-time)

Number of Children Involved
Elementary: 750
JHS and/or IS: 1,750

Number of Teachers Involved
30 Teacher-Trainees (part-time)

Contact Person: Mr. Louis De Sario

Telephone Number: 447-7950

PRE-KINDERGARTEN

Primary Objectives

As a result of the program, by the end of the year 80% of the participating students will express a thought in a complete sentence in conversation; 80% of the participating students will recognize and name each letter of the alphabet, three different shapes and six colors and differentiate size; 100% of the participating students will have had a complete physical examination and treatment, where necessary, will have been initiated; 80% of the participating students will have developed to perform the motor skills of skipping, jumping, hopping and ball-throwing; and 80% of the participating students will evidence ability to select and attack an appropriate task and pursue it to its completion.

Project Description

Each pre-kindergarten class meets daily from either 9:00 a.m. to noon or from noon to 3:00 p.m. with one-half hour included for lunch. Each teacher creates a classroom environment conducive to learning, including setting up of centers of interest. She also provides opportunities for intellectual growth through development of listening and speaking skills and first-hand experimentation with equipment and materials. Heavy emphasis is placed on language and cognitive development through extensive experiences and the use of multimedia materials. Interpersonal relationships with peer and adult groups in the school are assured.

Four trips are taken outside of the immediate environment. Lunches, provided for all of the children, are an integral part of the instructional program with new foods introduced and good eating habits developed.

Active involvement of a parent-policy advisory committee provides for opportunities for parents and community groups to participate meaningfully in the program.

PRE-KINDERGARTEN

(continued)

District Number: 31

Total Budget: $155,537

Function Number: 95-1-6456

Number of Schools Involved
Elementary: 4

Project Personnel

6 Teachers (full-time)
4 Family Assistants (full-time)
6 Teacher Aides or Educational Assistants (full-time)
1 Parent Program Assistant(full-time)

Number of Children Involved
Elementary: 180

Contact Person: Mr. Louis De Sario

Telephone Number: 447-3300

MATHEMATICS LABORATORIES

Primary Objectives

Development of an attitude of discovery, inquiry, exploration and creativity in mathematics learning. Attitude change will be determined by teacher observation and evaluation and by use of a questionnaire.

Mastery of mathematical concepts through an activity-oriented program. Growth of at least ten months, as measured by Iowa and Metropolitan Achievement Tests in Mathematical Concepts, is anticipated.

Project Description

The program is implemented in one of three ways depending on the particular needs of the schools. In some schools classes are scheduled, for one or two hours per week, into a mathematics laboratory for instruction by the mathematics-laboratory specialist and the regular teacher. In schools where no mathematics laboratory is available, the specialist visits classrooms on a regular schedule. In this situation, the necessary materials are transported from room to room by cart. In situations where there is a teacher who has been oriented to the mathematics-laboratory approach, a laboratory is part of the self-contained classroom and materials are drawn from a school materials center.

Video tapes of special mathematics activities are used for such purposes as introducing new activities to children and teacher training.

The classroom teacher helps to organize activities to meet the needs of her students, works with individual children and small groups and carries on follow-up activities.

District Number: 31

Total Budget: $41,222

Function Number: 95-1-6457

Number of Schools Involved
Elementary: 11
JHS and/or IS: 1

Project Personnel

2 Teachers (full-time)
1 Clerk-Typist (part-time)

Number of Children Served
Elementary: 3,500
JHS and/or I.S. 500

Contact Person: Mr. Louis De Sario

Telephone Number: 447-3300

DEVELOPING THE GROWTH POWER OF PUPILS IN GRADES K-2

Primary Objectives

As a result of the program, 80% of the participating students, at the end of the school year, will express a thought in a complete sentence in conversation.

To strengthen the children's ability to select and attack an appropriate task and pursue it to its completion. By the end of the program, 80% of the participating students will evidence a change in attitude and approach toward achieving this ability.

To develop listening and speaking skills so that the children can communicate, follow directions and retell stories and poetry in proper sequence. As measured by a teacher-made test, 50% of the participants will have developed the ability to retell stories and/or poems in proper sequence.

To provide opportunities for each child to observe, discover, explore, classify, draw conclusions and/or find solutions, through experiences in mathematics, science, art and other creative expression. As measured by a specially prepared checklist, 50% of the children will demonstrate satisfactory achievement in the desired skills. This will be judged by observation of their use of and manipulation of materials and their comments about them.

Project Description

The teachers and teacher trainer, in each school, act as a team to effect a program of integrated, continuously more mature learning activities designed to give the individual child a positive view of himself as an eager, able learner. Stress on language arts and social studies helps to achieve this as the child develops competency in speaking, reading and writing skills in problems related to his daily living. The team identifies the needs of the pupils, plans specific ways to meet them, and at times, creates the special media and adapts the curriculum to satisfy the pupil's mode of learning. The target population at this project requires curriculum adaptation and special materials to meet pupil needs.

DEVELOPING THE GROWTH POWER OF PUPILS IN GRADES K-2
(continued)

District Number: 31

Total Budget: $33,512

Function Number: 95-1-6458

Number of Schools Involved
Elementary: 2

Project Personnel

2 Teacher-Trainers (full-time)
1 Clerk-Typist (part-time)

Number of Children Involved
Elementary: 587

Number of Teachers Involved
Elementary: 19

Contact Person: Mr. Louis De Sario

Telephone Number: 447-7950

SMALL GROUP APPROACH TO THE PROBLEMS OF SCHOOL AGE CHILDREN INCLUDING DRUG AND SUBSTANCE ABUSE

Primary Objectives

It is expected that 80% of the teacher trainees who attend more than 75% of the program will rate the training as "effective" on a specially developed five-point rating scale which will measure selected aspects of the 20 weeks of training.

It is expected that 65% of a randomly selected 20% sample of students who attend more than 75% of the total program will rate the dialogue experiences as "helpful" on a specially developed five-point rating scale which will measure selected aspects of professionally guided peer communication.

Project Description

Those children who, for a variety of reasons, might become involved with drugs or narcotics, meet in small groups to discuss problems of their age group in both in- and out-of-school experiences. They are provided with special materials, unpaid speakers from the New York State Narcotics Bureau, and counseling. Each elementary school group meets with a coordinator and a classroom teacher once a week, and each junior high school group twice weekly, from 3:00 to 5:00 p.m. The coordinators also conduct one two-hour weekly session after school for training one teacher from each participating school. They alert them to the drug abuse problem, how it relates to school-age children, including recognition of potential and actual users, and to the technique needed for this type of small-group session.

District Number: 31

Total Budget: $53,728

Function Number: 95-1-6459

Number of Schools Involved
Elementary: 15
JHS and/or IS: 6

Project Personnel

2 Coordinators (full-time)
2 Coordinators (part-time)
2 Teacher Trainers (part-time)
21 Teachers (part-time)

Number of Children Involved
Elementary: 225
JHS and/or IS: 90

Number of Teachers Involved
Elementary: 15
JHS and/or IS: 6

Contact Person: Mr. Louis De Sario

Telephone Number: 447-7950

AFRO-AMERICAN HISTORY AND CULTURE

Primary Objectives

All primary and intermediate students will acquire increased knowledge of African, Afro-American, Hispanic and Puerto Rican History and Culture, as an integral part of the social studies curriculum. Sixty percent of the students will score 75% or better on a test developed from curriculum based on the district's manual, "Black Men in American History."

Such enriched instruction will be brought about through more knowledgeable instruction by the teachers and supervisors who will have been provided with enrichment material and training by the staff of this program. Forty teachers will be trained in this area, of whom 75% will satisfactorily implement the curriculum, as measured by a rating scale developed by the evaluator.

Project Description

This project provides pupils with the familiarization of the black man's role in American history. The coordinator educates and advises the regular classroom teachers during individual and grade conferences, using the materials in the newly-published work entitled, "The Black Man in American History," put together by Mrs. Evelyn King, as well as district materials, to advance their knowledge of Afro-American contributions to American growth. She also serves in the schools, using a team approach, and gives demonstration lessons.

District Number: 31

Total Budget: $16,029

Function Number: 95-1-6460

Number of Schools Involved
Elementary: 8
JHS and/or IS: 2

Project Personnel

1 Coordinator (full-time)

Number of Children Involved
Elementary: 7,000
JHS and/or IS: 3,000

Number of Teachers Involved
Elementary: 232
JHS and/or IS: 100

Contact Person: Mr. Louis De Sario

Telephone Number: 447-7950

ENRICHED MUSIC EDUCATION PROGRAM

Primary Objectives

Of the 500 students who attend at least 18 sessions of the Electronic Piano Laboratory, 75% will demonstrate satisfactory ability in such skills as reading and interpreting rhythmic notation, meter signs and pitch notation. They will also demonstrate ability to play as solos and as ensembles; to sing on correct pitch and to sight-read appropriate selections.

In the Cassette Music Lessons Component, 75% of the students who attend at least ten sessions will demonstrate satisfactory ability in such skills and concepts as rhythmic dictation, pitch awarenesss, tempo, dynamics and singing of appropriate melodies.

Seventy-five percent of the students, who attend 36 sessions of the Threshold to Music components, will demonstrate satisfactory ability in such skills and concepts as reading beats, rhythmic patterns and clefless notation.

The tests utilized will be teacher-made.

Project Description

The following five components comprise the program:

In piano laboratories, all fourth grade pupils receive piano and music instruction during the regular school day.

Pre-recorded music lessons, prepared by the district music coordinator, are distributed with tape players to second grade classes. This enables musically untrained classroom teachers to provide weekly music lessons.

First grade teachers are trained to utilize Threshold to Music charts to implement a structured music program.

Professional musicians, members of Young Audiences, Inc. present opera and instrumental concerts designed to motivate children musically.

Five programs are presented, by members of the Lincoln Center for the Performing Arts, at each of the junior high and intermediate schools.

ENRICHED MUSIC EDUCATION PROGRAM

District Number: 31

Total Budget: $54,610

Function Number: 95-1-6461

Number of Schools Involved
Elementary: 18
JHS and/or IS: 6

Project Personnel

2 Music Teachers (full-time)

Number of Children Involved
Elementary: 7,000
JHS and/or IS: 3,600

Contact Person: Mr. Louis De Sario

Telephone Number: 447-7950

READINESS PROGRAM FOR DISADVANTAGED PRE-SCHOOL CHILDREN WITH EXCEPTIONAL LEARNING DISABILITIES

Primary Objectives

After a diagnosis of the participating students and identification of the learning disabilities, a readiness training program will be implemented. At least 25% of the children will gain acceptance into an appropriate educational facility.

Eighty percent of the students will demonstrate a 30% improvement with respect to adjustment to home environment.

Project Description

This program uses a variety of approaches and materials to determine which will better serve the needs of disadvantaged children with complex handicaps. One center provides a complete readiness program in a regular school environment. All training and supportive services are provided within the one school building. Another approach combines a school program with ten hours of service and instruction per week in a community service setting. Included in the program are experiments with full and part-time attendance. Classes serve six to eight children.

In-service training is given by the program director and consultants to both teachers and educational assistants. Monthly meetings of all personnel are held to appraise the progress and to plan the individualized educational program for each child.

District Number: Special Education

Total Budget: $277,107

Function Number: 17-04404

Number of Pre-School Centers Involved: 7

Project Personnel

Number of Pre-School Children Involved: 156

1 Subject Supervisor (full-time)
14 Teachers (full-time)
1 Guidance Counselor (full-time)
1 Stenographer (full-time)
7 Educational Assistants (full-time)

Contact Person: Mr. Donald Eisenberg

Telephone Number: 596-8966

ADMINISTRATIVE BUDGET FOR HIGH SCHOOLS

Primary Objectives

To develop and prepare meaningful programs for disadvantaged high school students.

To coordinate and supervise the administration of these programs.

To provide assistance to schools and program coordinators in the operation of their programs.

To monitor on-going operation of programs, prepare evaluations for the high school Superintendents and assist outside evaluation agencies.

Project Description

The administrative unit acts as liaison with schools, high school Superintendents and the Central Board in writing programs, preparing budgets and interpreting State guidelines to best utilize the high schools' allocations.

The administrative unit assists schools and/or project coordinators in hiring staff, purchasing equipment and materials and providing guidance in seeing that programs are carried out as written and approved. The administrative staff also works with Bureau of Educational Research in drafting evaluation designs for the various programs.

District Number: High Schools

Total Budget: $55,057

Function Number: 17-04451

Number of Schools Involved
High Schools: 93

Project Personnel

2 Assistant Coordinators (full-time)
1 School Secretary (full-time)

Number of Children Involved
High School: 95,000

Contact Person: Miss Ann Braunstein

Telephone Number: 596-6493

AUXILIARY SERVICES FOR HIGH SCHOOLS
(Summer)

Primary Objectives

To provide immediate counseling for graduates and non-graduates at the time at which they leave school.

To help pupils enter the labor market while they continue to upgrade their skills.

To re-motivate drop-outs to avail themselves of educational resources essential for moving up the career ladder.

To provide continuity of service to current clients.

Project Description

The project hopes to bridge the gap between school and employment for recent drop-outs. This is achieved through a wide range of services involving counseling, employer recruitment, skills training, job placement, and intensive follow-up.

The six evening centers, two in Brooklyn and one in each of the other boroughs, provide help in basic education with stress on remedial work, and preparation for the State Equivalency examination.

The project coordinator of the day center and his staff are responsible for the operation of the evening facilities. At the day center most of the administrative procedures are initiated, such as coordinator of placement and job functions, dissemination of materials and directives, processing of school and employment forms, compilation of figures for reports, recruitment and follow-up of students.

AUXILIARY SERVICES FOR HIGH SCHOOLS
(Summer)
(continued)

District Number: High Schools

Total Budget: $154,781

Function Number: 17-04452

Number of Schools Involved
High Schools: 7

Project Personnel

Number of Children Involved
High School: 1,700

1 Project Coordinator (full-time)
1 Assistant Project Coordinator (full-time)
45 Teachers (part-time)
2 Guidance Counselors (full-time)
4 Vocational Teachers (full-time)
2 School Secretaries (full-time)
7 School Secretaries (part-time)
6 Teachers-in-Charge (full-time)
25 Teacher Aides (part-time)

Contact Person: Mr. Seymour Weissman

Telephone Number: 673-8254

AUXILIARY SERVICES FOR HIGH SCHOOLS

Primary Objectives

Improvement of 50% of the students in reading and math as measured by the Metropolitan Achievement Tests and success in the High School Equivalency examination.

Fifty percent of the students learning English as a second language will improve two levels as measured by an Experimental Scale for Rating Pupils' Ability to Speak English.

Sixty-five percent of the non-typists will display knowledge of the key-board and type a minimum of 15 words per minute after two months of instruction.

Fifty percent of students seeking jobs will be employed.

Project Description

Instructional and career guidance services are offered at eight high schools in the evenings for 16 to 21-year old youngsters not attending day schools.

The youngsters, most of whom are dropouts, are given counseling upon entrace into the program. The recommendations of the counselors are either given to the job placement counselor or if the youngster lacks the necessary skills for employment he is referred to the instructional staff.

Small groups and individual instruction is available in reading, math and English as a second language. If the youngster is not deficient in these areas he is sent for preparation for a high school equivalency diploma. He may also enter the typing class.

Although the students receive the services offered in the evening there is a day staff recruiting students based upon the withdrawal form for school leavers, inquiries of community agencies and referrals from the Bureau of Attendance. Besides recruitment, the day staff seeks out job opportunities and information from colleges and schools at which the youngsters might further their education.

AUXILIARY SERVICES FOR HIGH SCHOOLS
(continued)

District Number: High Schools

Total Budget: $1,051,869

Function Number: 17-04452F

Number of Schools Involved
High Schools: 8

Project Personnel

Number of Children Involved
High Schools: 5,000

1 Coordinator (full-time)
1 Assistant Coordinator (full-time)
12 Teachers (full-time)
3 Guidance Counselors (full-time)
55 Teachers (part-time)
29 Guidance Counselors (part-time)
8 Teachers-in-Charge (part-time)
2 School Secretaries (full-time)
8 School Secretaries (part-time
1 Clerk-Typist (full-time)
30 Teacher Aides (part-time)
10 Educational Assistants (part-time)
10 Student Aides (part-time)

Contact Person: Miss Ann Braunstein
Mr. Seymour Weissman

Telephone Number: 596-6493
673-8254

ANIMAL CARE PROGRAM

Primary Objectives

To raise the academic achievement of the 100 participants, 25% in English, math and science.

To improve attendance with an overall mean gain of 25%.

To retain potential dropouts in high school until graduation.

To encourage potential college students to develop their abilities and continue their education.

To train students in animal care skills.

Project Description

From July 1, 1970 to September 9, 1970, the program requires only the care and feeding of the animals which are taken care of by the laboratory specialist during three hours a day, for six days a week.

During the school year disadvantaged potential high school dropouts are selected by the guidance counselor on the basis of truancy, academic difficulty and low socio-economic status. These students are then exposed to a new type of curriculum developed specifically to interest them and offer them the opportunity to acquire skills which should enable them to find employment during the school year and upon graduation. One hundred students spend mornings working in close contact with animals in the school animal care room and learn some of the problems associated with care, maintenance and breeding. Afternoons are spent in regular academic classes. Twenty-five seniors work as student-aides for which they are paid during mornings either at the zoo or in laboratories and return to academic class work during afternoons. After school there is tutoring in biology and reading, or students work on individual projects for which special library materials are provided. Guidance assistance is an integral part of the program.

ANIMAL CARE PROGRAM
(continued)

District Number: High Schools

Total Budget: $115,090

Function Number: 17-04453

Number of Schools Involved
High School: 1

Project Personnel

1 Teacher-in-Charge (part-time)
1 Teacher (full-time and after school)
1 Teacher (part-time)
1 Secretary (part-time)
1 Guidance Counselor (part-time)
25 Student Aides (part-time)

Number of Children Involved
High School: 125

Contact Person: Miss Ann Braunstein
Mr. Frank Vacca

Telephone Number: 596-6493
543-1000-
Ext. 5

SUMMER SCHOOL AT JOHN DEWEY HIGH SCHOOL

Primary Objectives

To provide a full year of instruction for all students who desire it.

To provide reinforcement of basic skills in reading, math and science.

To prevent potential drop-outs from leaving school.

Project Description

John Dewey High School is an experiment in education, which in concept and organization breaks radically from the traditional mold. The new school offers a realistic and practical route to mastery of knowledge, encourages acceleration and enrichment, stimulates independent creative effort, and eliminates the stigma of failure. Students advance at their own rate; they are gratuated when they have mastered the prescribed curriculum.

A few of the distinctive features of the new school are: modular and flexible scheduling breaking the five-period per week lockstep; abandonment of the distinction between major and minor subjects; incorporation of extra and co-curricular activities into the daily program; use of modern computer technology and methods to add impact to the instructional process; discontinuance of the Carnegie Unit; a complete intra-mural athletic program for all students and the elimination of inter-scholastic sports.

The school has a student body representing a cross-section of the adolescent population of Brooklyn. There is no tracking, but instruction is provided to suit students with a vast range of abilities and backgrounds. Enrichment and reinforcement are available for all students. There are six phases instead of two terms during the school year, but the sixth phase takes place during the summer and is optional. Students may complete their high school program in three, four, or five years. Progress from phase to phase will depend solely on adequate mastery of the knowledge, skills, and attitudes taught, as measured by accomplishment of research projects, by tests, by performance, and by teacher judgments. Marks are not given. Arrangements are made with institutions of higher learning so that the college applicants from John Dewey are judged by the work they have mastered, not grades.

The guidance program is arranged to implement the experimental nature of the school. Its major aim is to help each student to become an effective learner and to achieve independence in his studies. Educational, vocational, career, and personal counseling is available.

SUMMER SCHOOL AT JOHN DEWEY HIGH SCHOOL
(continued)

District Number: High Schools

Total Budget: $66,425

Function Number: 17-04454

Number of Schools Involved
High School: 1

Project Personnel

1 Teacher-in-Charge (part-time)
1 General Assistant (part-time)
30 Teachers (part-time)
2 Counselors (part-time)
1 Librarian (part-time)
5 Educational Assistants (part-time)
1 Laboratory Specialist (part-time)
3 Secretaries (part-time)

Number of Children Involved
High School: 700

Contact Person: Miss Ann Braunstein
Mr. Sol Levine

Telephone Number: 596-6493
373-6400

HIGH SCHOOL REDIRECTION
(Summer)

Primary Objectives

To redirect potential dropouts to develop an educational and vocational plan and to continue full-time education to graduation.

To provide dropouts with an educational/vocational plan and job skills that will enable them to enter the labor market at the highest level while continuing their efforts to upgrade their skills on a part-time basis.

Project Description

Selection of participants for this program is made by guidance counselors of the sending schools, on the basis of potentiality for becoming dropouts. Students must have passed their sixteenth birthday, must meet physical requirements for the work experience component and both students and parents must agree to accept the program.

The program carries the students through a two-month period of special education and work experience in jobs in Municipal Civil Service or private industry. On alternate weeks, the students attend school from 9:00 a.m. to 3:30 p.m. and work, full-time, at prevailing rates of pay. Social services, remediation, supervision on the job and bilingual instruction are provided by both professional and paraprofessional staff members. Four field trips are included for each group to broaden the pupils' horizons culturally, vocationally and educationally. Students receive high school diploma credit in accordance with procedures arranged with principals of sending schools.

Parent workshops are conducted by the coordinator and assistant coordinator for orientation and discussion of educational problems.

District Number: High Schools

Total Budget: $62,427

Function Number: 17-04455

Number of Schools Involved
High Schools: 4

Project Personnel

1 Coordinator (full-time)
1 Assistant Coordinator (full-time)
11 Teachers (full-time)
1 Social Worker (full-time)
2 School Secretaries (full-time)
4 Parent Program Assistants (full-time)
1 Student Aide (full-time)

Number of Children Involved
High Schools: 240

Contact Person: Miss Ann Braunstein

Telephone Number: 596-6493

HIGH SCHOOL REDIRECTION
(Fall)

Primary Objectives

It is expected that at least 80% of the participating students will make progress toward their high school diploma that will result in acquisition of high school credits for at least 75% of their subjects; will improve their attendance by at least 20% over the previous year as determined by attendance records; will make at least 33% improvement in academic achievement as measured by a test developed by subject supervisors or Metropolitan Achievement Test scores as compared to the rate of improvement during previous years; will obtain at least average ratings of work performance as indicated on forms from the New York City Department of Personnel and the Bureau of Cooperative Education.

It is expected that 25 - 50% of the participating students will be able to formulate specific vocational plans, as indicated by administration of a pre and post educational-occupational inventory.

Project Description

Selection of participants for this program is made by guidance counselors of the sending schools, on the basis of potentiality for becoming drop-outs. Students must have passed their sixteenth birthday, must meet physical requirements for the work experience component and both students and parents must agree to accept the program.

The program carries the students through a ten-month period of special education and work experience in jobs in Municipal Civil Service or private industry. On alternate weeks, the students attend school from 9:00 a.m. to 3:45 p.m. and work, full-time, at prevailing rates of pay. Social services, remediation, supervision on-the-job and bilingual instruction are provided by both professional and paraprofessional staff members. Students are involved in such extra-curricular activities as participation in a student council and development of a newsletter. Five field trips are included for each group to broaden the pupils' horizons culturally, vocationally and educationally. Students receive high school diploma credit in accordance with procedures arranged with principals of sending schools.

Parent workshops are conducted by the coordinator and assistant coordinator for orientation and discussion of educational problems.

HIGH SCHOOL REDIRECTION
(Fall)
(continued)

District Number: High Schools

Total Budget: $361,154

Function Number: 17-04455F

Number of Schools Involved
High Schools: 6

Project Personnel

Number of Children Involved
High Schools: 240

1 Coordinator (full-time)
1 Assistant Coordinator (full-time)
1 Subject Supervisor (full-time)
1 Job Field Supervisor (full-time)
9 Teachers (full-time)
3 Guidance Counselors (full-time)
1 Social Worker (full-time)
4 Parent Program Assistants (full-time)
1 School Secretary (full-time)
1 Human Resources Specialist (full-time)
1 Personnel Examiner (full-time)
1 Senior Stenographer (full-time)
1 Clerk-Typist (full-time)
2 Student Aides (full-time)

Contact Person: Miss Ann Braunstein

Telephone Number: 596-6493

LANGSTON HUGHES HIGH SCHOOL LIBRARY CENTER FOR HOMEWORK HELPERS

Primary Objectives

To provide individual tutorial assistance to high school pupils who need help with basic education.

To motivate those students toward developing an interest in a place to study that is located in their own immediate community.

To expose pupils to a tutorial experience that may encourage them to choose teaching as a career.

To motivate students to develop an interest in reading and using their library as a source of material and resources.

Project Description

Lower-term high school pupils receive tutorial help twice weekly for one or two hours after school. This assistance, provided on a one-to-one or one-to-two basis by upper-term students or graduates of the same school, includes help with homework, specialized tutoring in such areas as foreign language, algebra, social studies and English. Stress is also placed on the development of independent work habits and study skills.

The site for the center is a local library thereby providing both a place to study outside of the high school but within the community of the students involved and an opportunity for the pupils to develop an interest in the library and its resources.

The tutors earn money while they learn by teaching and are exposed to teaching as a possible career.

A teacher supervises the program in the library and acts as liaison between the tutors and the classroom teachers of participating students. An educational assistant helps the teacher and a family assistant visits the homes of the students and develops school-community relationships. Meetings are conducted for the purpose of acquainting parents with the program and enlisting their cooperation.

The teacher participates in a training program conducted by the Board of Education's Tutorial Assistance Center, for 12 sessions of two hours each.

LANGSTON HUGHES HIGH SCHOOL LIBRARY CENTER FOR HOMEWORK HELPERS
(continued)

District Number: High Schools

Total Budget: $35,733

Function Number: 17-04456

Number of Schools Involved
High School: 1

Project Personnel

1 Teacher (part-time)
1 Family Assistant (part-time)
1 Educational Assistant (part-time)
15 Student Aides (part-time)

Number of Children Involved
High Schools: 90

Contact Person: Miss Ann Braumstein

Telephone Number: 596-6493

PLANNING GRANT FOR HIGH SCHOOL ACADEMIES

Primary Objectives

A responsive academic and vocational program will be developed by professional and semi-professional staff that will satisfy the needs of the target population by upgrading their basic skills, by bringing about high school graduation, by developing an interest in learning, by developing a positive self-image and social skills, and by vocational counseling and job orientation.

An institute for intensive staff training will be developed for professionals and paraprofessionals. Organizational plans will be discussed and arranged to implement the academic and vocational program and the staff training.

Plans will be made to include and involve the community in the implementation and operation of the program through parent workshops.

Project Description

The Board of Education in partnership with the Urban League is preparing a program for the implementation of street academies attached to high schools.

Under the direction of a coordinator three teachers develop the three essential aspects of the program - recruitment, instruction and training. One teacher develops a design for the selection of students, criteria for their selection and ways of recruiting them. Another develops and researches an instructional program that provides innovative approaches to solving personal, vocational, and social problems, as well as educational problems. Methods and materials that are more relevant and community-oriented are sought. Consultants are called upon to assist in the following areas: program planning, curriculum development, adolescent psychology, community resources, case and group social work, evaluation, guidance, and secondary school education.

PLANNING GRANT FOR HIGH SCHOOL ACADEMIES
(continued)

District Number: High Schools

Total Budget: $44,010

Function Number: 17-04457

Project Personnel

1 Coordinator - Certified
  Assistant Principal (part-time)
3 Certified Teachers (part-time)
2 School Secretaries (part-time)
1 Administrative Assistant -
  Secretarial (part-time)
1 Clerk-Typist (part-time)
Consultants - 139 full sessions

Contact Person: Miss Ann Braunstein

Telephone Number: 596-6493

PLANNING GRANT FOR THE DEVELOPMENT OF A FACILITY AND A PROGRAM FOR ADDICTED AND PRE-ADDICTED HIGH SCHOOL STUDENTS

Primary Objectives

A program will be developed for students to complete high school while being treated for drug addiction.

Organizational plans will be developed to implement the program.

The measure of accomplishment will be the program that is developed.

Project Description

This planning grant is used to explore ways of creating educational facilities for addicted and pre-addicted high school pupils in a treatment center in Cumberland Hospital. The program enables the youngster to continue with his education as he receives help with his problems. The means of involving parents, educators, the medical profession, social agencies, police and narcotics agencies are sought. Follow-up procedures to be used upon return to school are to be developed. The program operates for six Saturdays and four weekday evenings. These planning sessions discuss the site selection, staff selection, criteria for student selection, administration and coordination of all agencies involved. Parents attend planning sessions to offer suggestions about parental involvement.

District Number: High Schools

Total Budget: $13,609

Function Number: 17-04458

Number of Schools Involved

High School: 1

Project Personnel

1 Teacher-in-Charge (part-time)
1 School Secretary (part-time)
6 Supervisors (part-time)
2 Teachers (part-time)
Consultants (50 full sessions)

Contact Person: Miss Ann Braunstein
Mr. Nathan Clark

Telephone Number: 596-6493
625-6130

IMPROVING THE TEACHING OF ENGLISH AS A SECOND LANGUAGE IN THE HIGH SCHOOLS

Primary Objectives

To enable pupils who are second-language learners to acquire oral-language skills on a par with native speakers of English to be measured by the Scale for Rating Pupils' Ability to Speak English.

To enable second-language learners to acquire skills in reading English at their own age and grade level to be measured by the Metropolitan Reading Test.

To enable second-language learners to acquire composition skills for writing English at their own age and grade level to be measured by teacher-made tests.

To provide teachers and supervisors with training in the techniques of teaching English as a Second Language to be measured by supervisor observational reports.

To enlist support of parents, faculties and agencies for the educational and cultural program for second-language learners to be measured by questionnaires sent to parent and community organizations ascertaining the amount and type of involvement. Upon conclusion of this program, the teachers will have expert command of techniques and programs in English as a Second Language.

Project Description

Each teacher instructs five small classes of second-language learners using the oral-aural approach, pattern-practice drills, teaching dialogues, and other special techniques of instruction. Each pupil attends a daily period of instruction.

Teacher-trainers visit the schools to provide on-the-job training. Demonstration lessons and workshops provide consultative assistance to teachers and supervisors. Besides, teachers attend a three-day training institute held at intervals during the school year.

Articulation with elementary and middle school level English as a Second Language programs is expected through the services of the Assistant Director for English as a Second Language.

IMPROVING THE TEACHING OF ENGLISH AS A SECOND LANGUAGE IN THE HIGH SCHOOLS
(continued)

District Number: High Schools

Function Number: 17-04459

Total Budget: $1,194,911

Number of Schools Involved
High Schools: 26

Project Personnel

50 Teachers of English as a Second Language (full-time)
3 Teacher-trainers (full-time)
1 School Secretary (full-time)
6 Full Consultant Sessions

Number of Children Involved
High Schools: 5,000

Contact Person: Mr. Jerome Carlin
Mr. David Krulik

Telephone Number: 596-4913
624-5208

ATTENDANCE TASK FORCE TO STRENGTHEN HIGH SCHOOL ATTENDANCE PROGRAMS

Primary Objectives

The actual return of the absentee to school and a general improvement in his attendance pattern.

Improvement will be measured by 50% and over, "much improvement," 20% to 50%, "some improvement," and less than 20%, "little improvement."

The development of a greater awareness on the part of absentees and parents of school services and educational programs available and thus the modifications of negative feelings toward the school and the more positive use of the school services toward the achievement of educational goals which will be measured by a questionnaire.

The development of a greater awareness on the part of the absentees of job counseling services and employment opportunities available.

Project Description

The thrust of this program is the focusing of a highly concentrated attendance task force in Benjamin Franklin High School and Boys High School for a half year to initiate and individualize service contacts with chronic absentees of 16 and over and their parents. At the conclusion of the half-year the task force moves on to other schools which also have high priority rating in terms of need for such service.

Roll books are reviewed to identify these older students who have been chronically absent including those who have accumulated 30 days of absence during the current or previous school year. The consultative record and health cards are also reviewed to help the attendance teachers in evaluating the educational and social progress of each child.

Home visits are undertaken by the community liaison worker to interpret the program to the students and their parents and arrange for planning conferences with attendance teachers in the school. When a parent or a child fails to respond after an initial or follow-up contact with the community liaison worker, an attendance teacher arranges to conduct his planning interview in the home.

Follow-up reviews of attendance after the pupil's return to school is continued while the task force remains in the school. The students also are referred for job counseling.

ATTENDANCE TASK FORCE TO STRENGTHEN HIGH SCHOOL ATTENDANCE PROGRAMS
(continued)

District Number: High Schools

Total Budget: $387,561

Function Number: 17-04460

Number of Schools Involved
High Schools: 4

Project Personnel

2 Attendance Task Force Supervisors (full-time)
9 Attendance Teachers (full-time)
16 Community Liaison Workers (full-time)
2 Stenographers/Clerks/Typists (full-time)

Number of Children Involved
High Schools: 1,000

Contact Person: Miss Ann Braunstein
Mr. Stanley Berger

Telephone Number: 596-6493
596-6084

A PROGRAM OF READING ACCELERATION, REMEDIATION AND ENRICHMENT FOR SECONDARY SCHOOL STUDENTS

Primary Objectives

To increase reading ability of all program participants, with at least 30 to 50% of the students improving by a minimum of one grade during the school year as measured by the Metropolitan Achievement Test.

To enable participants to attain the reading grade of 8.0 required for a high school diploma, with at least 30 to 50% of those whose initial reading grade is 7.1 attaining this goal during the course of the school year.

To enable the students to demonstrate an increased interest in reading as measured by an increase of two points on a seven-point scale of pupil interest in reading for 40 to 60% of the students, and teachers' reports indicating that 40 to 60% of the students have read one to three books within a six-month period.

To develop and increase the ability of program teachers to use methods, materials and programs for diagnosis and remediation of reading disabilities as measured by 50% of the project teachers showing an increase in rating of one category or more on a seven-point observation scale of utilization of skill and substantial increase in self-confidence and interest as reflected in questionnaires.

To increase the amount of individual guidance furnished by the reading teacher and to increase coordination with the Guidance Department as measured by the teacher in pre and post rating of pupil attitudes on a seven-point scale.

Project Description

Fifty teachers teach small groups of 10-12 pupils remedial reading in 39 high schools. First priority is given to pupils in the 11th and 12th grades who are below 8.0 in reading and second priority to 9th and 10th grades.

Each pupil receives five periods of reading instruction per week in addition to his English class. Individualization of instruction as well as a concentration in the specific area of difficulty are used as remediation techniques. A wide variety of materials is provided to motivate pupils.

Diagnosis is a keystone of the program with testing taking place initially for placement, evaluation of progress in January and April and a final evaluation in June.

A PROGRAM OF READING ACCELERATION, REMEDIATION AND ENRICHMENT FOR SECONDARY SCHOOL STUDENTS
(continued)

A demonstration and teacher-training team, consisting of the coordinator and two teachers, furnish demonstrations, consultations and lectures to the remedial reading teachers and the English teachers of those pupils in the program. The training consists of 15 two-hour in-service sessions from 4:00 to 6:00 p.m. and two one-day institutes for training teahcers in the techniques for individualizing remedial reading.

District Number: High Schools

Total Budget: $1,232,793

Function Number: 17-04461

Number of Schools Involved
High Schools: 39

Project Personnel

50 Remedial Reading Teachers (full-time)
1 Assistant Principal as Coordinator (full-time)
2 Teachers (full-time)
1 Assistant Principal as Instructor (part-time)
1 School Secretary (full-time)

Number of Children Involved
High Schools: 2,500 - 2,600

Contact Person: Miss Ann Braunstein
Mr. Leonard Kantrowitz

Telephone Number: 596-6493
625-2006

REACH OUT

Primary Objectives

Eighty percent of the participants will upgrade their academic achievement by 10% if they have sought a minimum of 25 sessions in the area of curriculum tutoring as measured by the Metropolitan Achievement Test.

Attendance will be improved by 30% as measured by a comparison of past and present attendance records.

Project Description

Ten parent program assistants form a link between the home and the school to alleviate problems of youngsters who have special needs and problems of making satisfactory adjustments to school.

They visit the homes, acquaint the families with the routine and requirements of the school, as well as trying to develop aspirations and realistic goals for the youngsters. They bring problem situations to the attention of appropriate school personnel such as guidance counselors, deans, attendance teachers and program advisors. They work before, after and during school hours so as to contact students and their parents when they are at home.

Two teacher coordinators (one in the main building and the other in the annex) direct the activities of the parent program assistants, provide regular training and an initial week of orientation. The coordinator refers students for more specialized counseling, as needed, to the guidance department.

Special group tutoring in specific subjects is provided before or after school hours for those pupils needing remediation. Twenty-five student aides under the supervision of the teacher coordinators provide the tutoring.

District Number: High Schools

Total Budget: $132,969

Function Number: 17-04462

Number of Schools Involved
High School: 1

Project Personnel

2 Coordinators (full-time)
10 Parent Program Assistants (part-time)
25 Student Aides (part-time)
2 Teachers (part-time)

Number of Children Involved
High School: 1,500

Contact Person: Miss Ann Braunstein
Mr. Paul Clark

Telephone Number: 596-6493
874-0707

ASPIRATION SEARCH

Primary Objectives

It is estimated that 40% of the participants will apply to institutions of higher learning, principally through the open enrollment plan of City College, and that 30% will enter the labor market with better knowledge of diverse opportunities for self-maintenance and upward mobility.

Analysis of the youngsters' records will reveal that at least 70% will have achieved an additional 1.0 grade level in major academic areas as measured by standardized tests during the implementation of the program.

It is anticipated that 70% will be retained in school through intensive guidance and that 50% will show improvement in their present class behavior.

It is also anticipated that 30% of the parents will respond optimally to all invitations for personal conferences and general meetings while 20% will gain insight into the school's meaningful program for their youngsters.

Project Description

Intensive group and individual educational and vocational guidance is provided for socio and economically disadvantaged 11th and 12th grade high school students.

Fifteen guidance counselors in five schools, supervised by one counselor acting as coordinator, provide career guidance services.

The guidance counselors identify the youngsters who need their help by reviewing records and interviewing teachers. The counselor then, through a series of interviews, motivates the youngsters to further their education or to seek training beyond the high school level. They also hold parent workshops and confer individually with parents on the educational and vocational future of the students.

Besides the administration of the program the coordinator also serves as an itinerant counselor to effect liaison with admissions offices and placement counselors to develop college scholarships and vocational opportunities.

ASPIRATION SEARCH
(continued)

Two parent program assistants are assigned to each school to act as a link between the school and the home. They help parents learn the school requirements and how they can help their children adjust to the school. They help parents get to agencies when needed. The parent program assistant also helps in group guidance work, assists with clerical tasks, showings of visual aids and going on trips.

District Number: High Schools

Total Budget: $506,222

Function Number: 17-04463

Number of Schools Involved
High Schools: 5

Project Personnel

16 Guidance Counselors (full-time)
5 School Secretaries (full-time)
10 Parent Program Assistants (full-time)

Number of Children Involved
High Schools: 250

Contact Person: Miss Ann Braunstein

Telephone Number: 596-6493

SCHOOL-HOME CONTACT

Primary Objectives

Absenteeism and tardiness will be reduced by 20% as a result of the rapport established between the school and the home.

Increased parental rapport with school as shown by school visits and membership in the Parent-Teachers' Association will result.

Project Description

One hundred family assistants under the supervision of an assistant principal in each high school work five hours a day in 18 high schools with members of the administration, attendance office personnel, deans and guidance people to get names of pupils whose records evidence continuous lateness or absence. The family assistant telephones the home for an appointment with the parents. He then goes to the home to confer with the parents and child about the cause and remedy for lateness and/or absence. At this time they also inform the parents about books, homework and clothing. Relevant information gathered is reported to the school personnel and aid is sought for related problems that the child might have.

Ten one-hour training sessions are given by the assistant principals at which the family assistants are acquainted with handling typical situations, home visits and staff relations.

District Number: High Schools

Total Budget: $375,307

Function Number: 17-04464

Number of Schools Involved
High Schools: 18

Project Personnel

100 Family Assistants (full-time)

Number of Children Involved
High Schools: 15,000

Contact Person: Miss Ann Braunstein

Telephone Number: 596-6493

LINCOLN CENTER HIGH SCHOOL STUDENT PROGRAM

Primary Objectives

Students will, as a result of participation in the workshops and creativity sessions, become aware (as indicated by use of rating scale) of the problems, choices, components and discipline of the performing arts.

They will also acquire specific information regarding such facets of the performing arts as choreography, ballet, playwright, soliloquy, musical drama, aria, concerts, conductor and rock music.

A pre and post multiple choice instrument will be administered to determine growth in knowledge and attitudes toward the performing arts, artists, personal involvement in the creative process and identification of the student with the performing arts and the contemporary scene. Data will be analyzed by graphs and charts with differentials. No predictions of an exact percentage of increase in knowledge can be determined beforehand.

Project Description

This program provides each participating school with five in-school performances, one each of music, drama, dance, opera and film; five school visits by Lincoln Center Resource personnel to help teachers prepare their students for each performance; study guides, program notes and other educational materials including a curriculum manual prepared by Lincoln Center for students and teachers; a field trip to Lincoln Center by ninety disadvantaged students to attend a performance; and a Student Awards Program for three outstanding students selected by the school. Ten of the schools involved participate in an intensive program of 21 school visits which include artist demonstrations and an in-depth workshop approach to the performing arts.

District Number: High Schools

Total Budget: $153,797

Function Number: 17-04465

Number of Schools Involved
High Schools: 38

Project Personnel

Lincoln Center Resource Personnel

Number of Children Involved
High Schools: 223,620

Contact Person: Miss Ann Braunstein

Telephone Number: 596-6493

JOHN JAY FAMILY LANGUAGE PROGRAM

Primary Objectives

Students will gain one grade above their original score on the Michigan Test of Oral Ability.

Improvement of academic achievement is sought and will be viewed at the beginning and end of the program.

The parents will improve in the functional use of the English language as indicated on the Metropolitan Achievement Test of one grade higher.

Project Description

Twenty to 25 high school students participate in a unique program of learning English as a second language. The unique aspect of the program is the fact that the students' entire families are taught together thereby making language practice natural.

Five part-time teachers, chosen from the regular English as a Second Language staff of John Jay High School, teach the families four hours per week in the evening for 40 weeks. The teachers are accompanied by five part-time bilingual educational assistants who orient the family to its new environment.

On the basis of data previously gathered during a planning grant funded by State Urban Education 1969-70, the coordinator chose the families who participate as well as control-group families. The families were chosen on the basis of geographical proximity to each other. All children five years and older participate in the program.

The teachers attend staff meetings for two hours per month. Teaching methods, materials and extra-educational problems encountered in working with families are discussed at the meetings. Also, the in-school progress of participating pupils as compared with control-group pupils is assessed. Consultants in bilingual instruction also participate in the meetings.

The effectiveness of the program is evaluated through monthly bilingual questionnaires sent out by the coordinator to teachers, educational assistants and participating families. Commercial and school-made tests are administered bi-monthly.

JOHN JAY FAMILY LANGUAGE PROGRAM
(continued)

District Number: High Schools

Total Budget: $33,963

Function Number: 17-04466

Number of Schools Involved
High School: 1

Project Personnel

1 Coordinator (full-time)
5 Teachers (part-time)
5 Educational Assistants (part-time)
1 Clerk-Typist (part-time)

Number of Children Involved
High School: 25 and their families

Contact Person: Miss Ann Braunstein
Mrs. Maureen Sloan

Telephone Number: 596-6493
788-2864

HIGH SCHOOL HOMEWORK HELPERS

Primary Objectives

To provide program participants, tutees and tutors with the opportunity to improve academic skills and school attitudes.

To improve arithmetical computations and basic mathematical skills and abilities in the areas of general mathematics, algebra and geometry by 10-15% above the average achievement of the tutees as established at the initial test time as measured by the Metropolitan Achievement Test.

To improve reading skills above their respective rate of growth for both tutees and tutors in the areas of word knowledge and reading comprehension as measured by the Metropolitan Achievement Test.

To improve study skills and work habits in the preparation of homework and committee assignments.

Project Description

A tutor is provided for each child on a one-to-one or one-to-two basis for two one-hour or two two-hour sessions two days a week. The tutors are high school and college students recruited from the neighborhoods of the participating pupils. Tutorial activities include help with homework, development of independent work habits and study skills, and specialized tutoring in subject matter areas such as foreign language, algebra, social studies and English. The tutors are trained and supervised by regularly licensed teachers. Teachers participate in staff conferences once a month. Training sessions for the tutors are conducted on Fridays, for two hours, by the Auxiliary Trainer.

District Number: High Schools

Total Budget: $417,325

Function Number: 17-04467

Number of Schools Involved
High Schools: 26

Project Personnel

1 Assistant Principal (full-time)
5 Supervisors (part-time)
26 Teachers (part-time)
1 School Secretary (full-time)
1 Clerk-Typist (part-time)
1 Auxiliary Trainer (part-time)
26 Parent Program Assistants (part-time)
52 Educational Assistants (part-time)
260 Student Aides (part-time)

Number of Children Involved
High Schools: 1,500

Contact Person: Miss Ann Braunstein
Dr. Albert R. Deering

Telephone Number: 596-6493
876-6660

EDUCATION THROUGH ORGAN STUDY

Primary Objectives

Thirty students will learn the fundamentals of organ playing. An appropriate test will be administered to measure how much music they have learned. A more positive attitude toward school will be developed and will be determined by the administration of a pre and post attitudinal inventory, designed for this program.

Project Description

Students selected on the basis of underachievement in academic and skill areas and music disaffection, are assigned, for one period per day, to a class where each has a portable desk organ and a recorder for his own use. Recordings and cassette tapes are also used to implement a program of cultural enrichment based on a philosophy that students learn by doing. Built-in success factors lead the culturally deprived child through a series of experiences ranging from rote-performance, to the development of skills through inquisitive searching, to the creative process of musical composition.

District Number: High Schools

Total Budget: $26,248

Function Number: 17-04470

Number of Schools Involved
High School: 1

Project Personnel

1 Licensed Music Teacher
(not funded by this project)

Number of Children Involved
High School: 30

Contact Person: Miss Ann Braunstein

Telephone Number: 596-6493

CAREER GUIDANCE SERVICE FOR DISADVANTAGED STUDENTS

Primary Objectives

Seventy-five percent of the participating students will achieve a 40 to 60% improvement in academic skills measured by the Metropolitan Achievement Test. These students' rate of growth will be compared with that gained by similar youngsters during previous years.

Seventy-five to 100% of the seniors will be given private counseling, printed materials concerning financial aid for college and individualized testing resulting in a projected 33% increase in applications for college, as compared with last year.

At least 30% of those students whose first language is not English, will achieve at least a 33% in English proficiency as measured by standardized pre and post testing.

Students will be interviewed, and questionnaires administered, to ascertain the impact of the program in areas relating to its scope, organization and extent of implementation.

Project Description

This is a program which is conducted from 4:00 to 7:00 p.m. daily. Pupils, recommended by guidance counselors and a testing psychologist, are given intensive personal and educational guidance as needed. They are given college counseling as well as information about colleges and themselves that will enable them to make realistic college choices and are helped in the actual preparation of college applications. They are given tests to ascertain aptitudes, academic strengths and skill weaknesses and are programmed for individual tutoring and remedial work on the basis of the test results and counselor recommendations. Tutoring is given by licensed teachers and by volunteers from local agencies, who work with students under teacher supervision. Once each week a social worker is available to consult with students and parents in regard to community resources for help with health services and job opportunities.

CAREER GUIDANCE SERVICE FOR DISADVANTAGED STUDENTS
(continued)

District Number: High Schools

Total Budget: $26,248

Function Number: 17-04471

Number of Schools Involved
High School: 1

Project Personnel

Number of Children Involved
High School: 200

1 Project Coordinator (part-time)
1 Testing Psychologist (part-time)
6 Teachers (part-time)
2 Guidance Counselors (part-time)
1 Senior Stenographer (part-time)
1 Senior Clerk (part-time)
1 Typist (part-time)
2 Student Aides (part-time)
1 Social Worker (part-time)

Contact Person: Miss Ann Braunstein

Telephone Number: 596-6493

CHINATOWN ACADEMY

Primary Objectives

A 50-75% improvement in attendance and academic performance is expected. Less than two failures in major subjects are anticipated and a 10% increase is expected as measured by standardized tests in English, mathematics, science, language, social studies and electives.

It is also expected that better than 90% of the participating students will earn diplomas and 40% will plan on going to college or will seek post high school development training.

Project Description

The program is conducted, for groups of eight to twelve students from 8:00 a.m. to 1:00 p.m. daily, at the Young Life Campaign Building at 41 Mott Street. The students are recommended by their home school because they are dropouts, truants or potential dropouts, live in the area of Chinatown and are economically and educationally deprived. They attend seven classes, daily, where they are scheduled for instruction in the areas of English, mathematics, science, social studies and language as well as in one such elective subject as music, art or oriental philosophy and for participation in one tutorial class. A student who remains at the Academy through his course of study receives full credit toward his diploma from the home school.

Frequent meetings are arranged for the staff of the home school and the Academy personnel so that each is familiar with the operation of the other.

District Number: High Schools

Total Budget: $103,215

Function Number: 17-04472

Number of Schools Involved
High School: 1

Project Personnel

1 Coordinator (part-time)
4 Teachers (full-time)

Number of Children Involved
High School: 50

Contact Person: Miss Ann Braunstein

Telephone Number: 596-6493

JOHN DEWEY HIGH SCHOOL: THE USE OF PARAPROFESSIONALS TO SUPPORT STUDENT INDEPENDENT STUDY

Primary Objectives

Students will acquire greater retrieval skills so that each will show an increment of 20 to 40% as indicated by pre and post rating scales.

Each student will receive increased instructional time resulting in 25% greater mastery of subject matter as indicated on pre and post inventories.

Thirty percent of the students will improve in such library skills as the use of cataloguing and research.

Students' attendance at departmental resource centers will be increased by at least 10%, improving their independent study activities which approximate 30% of their daily program.

Project Description

In this program, the building is designed so as to provide a large number of students with facilities to work outside of the formal classroom in resource centers, laboratories, music practice rooms, art studios and homework preparation areas. Teachers are provided as resource personnel, under whose supervision the educational assistants maintain quiet and orderly procedures in these work areas while sustaining a congenial atmosphere for pupils; help reduce reluctance of slow students to request academic assistance by bridging the gap between student and teacher; channel tutorial services to students and coordinate the completion by the students of their independent study contracts with the follow-up by the teacher. They perform clerical duties necessary for maintaining records of student performance and activity and assist in monitoring student progress.

District Number: High Schools

Total Budget: $44,245

Function Number: 17-04473

Number of Schools Involved
High School: 1

Project Personnel

15 Educational Assistants (full-time)

Number of Children Involved
High School: 2,200

Contact Person: Mr. Sol Levine

Telephone Number: 373-6400

PROJECT FOR INCREASED ACHIEVEMENT AND A NEW OUTLOOK

Primary Objectives

Sixty percent of the participants will show an improvement of 25% as indicated by comparison of total subjects passed in June and in the previous January.

By the end of the program, for those students whose reading levels are one to two years below grade, there will be a six month increment; for those with reading levels two or more years below, there will be a one year increment, as indicated by pre and post testing, using the Metropolitan Achievement Test.

Attendance will be improved by 30%, as evaluated by a comparison of past and present attendance records.

Forty percent of the underachievers will upgrade their aspirational levels for post high school education, as indicated by pupil questionnaires.

Liaison with parents will increase so that they will receive information to help them help their children function successfully in school and so that the school will be provided with pertinent information.

Project Description

This project is designed for new students who have difficulty in adjusting to high school, suffer from reading retardation and are potential dropouts. They attend small regular classes where the emphasis is on intensive remediation, individualized programming, special guidance and supportive services. Human relation material is used, where possible, to concentrate attention on the role of each student in the school. Special orientation is given regarding curricular and extra-curricular activities in which students are encouraged to participate. The large number of hours allotted to the educational assistants and tutors provides, as much as possible, for the individual needs of students during school hours. These students are also tutored during the after-school homework helper program.

PROJECT FOR INCREASED ACHIEVEMENT AND A NEW OUTLOOK
(continued)

District Number: High Schools

Total Budget: $111,373

Function Number: 17-04474

Number of Schools Involved
High Schools: 2

Project Personnel

6 Teachers (full-time)
2 Guidance Counselors (full-time)
2 School Psychologists (part-time)
2 Family Assistants (full-time)
4 School Aides (full-time)

Number of Children Involved
High Schools: 800

Contact Person: Miss Ann Braunstein

Telephone Number: 596-6493

INSERVICE PROFESSIONAL DEVELOPMENT PROGRAM

Primary Objectives

To make available consultant services to teacher trainers involved in workshops with new and inexperienced teachers in inner-city schools. It is expected that at least four city-wide meetings will be held for all teacher-trainers involving discussion of such common problems in the training of new teachers as to methodology, discipline, community relations and educational innovations. Following each session a questionnaire will be submitted to participants to indicate strengths, weaknesses, recommendations for improvement of future sessions.

To assist schools engaged in the Guided Self-Analysis Program in initiating, organizing and launching this program through offering direct consultative services in the field to teacher-trainers and teachers as well as by holding at least ten individual and small group meetings and conferences with the teacher-trainer involved in the Guided Self-Analysis Program.

To assist community school districts in New York City in developing an on-the-job teacher training program for new teachers designed to introduce and/or strengthen teaching skills adapted to local school and district needs. Trainees, trainers and supervisors will be involved in an evaluation relating to estimates of professional growth of staff by all involved.

To provide local community school districts with resource materials related to the training of new teachers.

Project Description

This program provides for a central coordinating committee composed of a principal, assistant principal and coordinator who have the responsibility of assisting the participating schools in mounting the teacher training approach known as the Guided Self-Analysis System for Professional Development. Through the use of a video monitor and tape recording system, the teacher tapes a 10-15 minute segment of a lesson, which she then analyzes in terms of six different schedules of teaching strategies. The teacher then takes the results of the analysis to a group workshop/discussion led by the teacher-trainer.

In addition, they assist local districts in the conduct of after-school workshops for new teachers by providing resource material and guidelines.

They also assist local districts through providing periodic sessions for the training of teacher-trainers. These sessions serve as a forum for the introduction of educational innovations, for the exchange of desirable practices and for evaluation of current practices.

They develop and distribute such manuals as the Handbook for the Substitute Teacher and Guide for Supervisors of After-School Workshops.

INSERVICE PROFESSIONAL DEVELOPMENT PROGRAM
(continued)

District Number: Central Board

Total Budget: $76,994

Function Number: 17-04415

Number of Schools Involved
Elementary: 24
JHS and/or IS: 12
High School: 6

Project Personnel

1 Principal (full-time)
1 Assistant Principal (full-time)
1 Coordinator (full-time)
6 Teacher Specialists (part-time)
10 Teachers (full-time)
1 Typist (full-time)

Number of Teachers Involved
Elementary: 405
JHS and/or IS: 180
High School: 90

Contact Person: Mr. Raymond Greenstein **Telephone Number:** 596-4652

A COURSE IN HUMAN RELATIONS FOR SCHOOL SECRETARIES

Primary Objectives

To help school secretaries relate more meaningfully and effectively to the various ethnic backgrounds of the children, their parents and the community.

To develop the special communication skills essential to servicing these children, their parents and the community.

To develop a growing awareness of the potential contributions school office activities can make to the quality of educational programs in the school.

To reduce the traditional over-emphasis on role differentiation whereby the school secretary is apart from others with particular reference to status and role prerogative.

These objectives will be measured by questionnaires to participants and group leaders, by observations by principals and other supervisors and by reports by consultants.

Project Description

This program is implemented during 15 two-hour after-school sessions for groups of 30 participants each. The activities include role playing, listening and reacting to speakers, problem solving, scene enactment, viewing and interpreting televised situations, small-group discussions, visits to community centers and homes, attendance at school board meetings and readings.

District Number: Central Board

Function Number: 17-04417

Project Personnel

4 School Secretaries (part-time)

Total Budget: $1,410

Number of Schools Involved
Elementary: 36
JHS and/or IS: 23
High Schools: 13

Number of Secretaries Involved
Elementary: 34
JHS and/or IS: 20
High Schools: 13

Contact Person: Mrs. Jeanette Bragin

Telephone Number: 596-8082

DEVELOPMENT OF AN EDUCATIONAL PROGRAM FOR FORMER NARCOTIC ADDICTS AND DRUG USERS IN A NARCOTIC ADDICTION AGENCY

Primary Objectives

To provide an educational program for high school drop-outs resident at the center that will result in their qualifying for High School Equivalency Diplomas by June 1971.

To provide remediation in reading, math and social studies so that participants will demonstrate a minimum six months' gain as measured informally by teacher-prepared tests and formally by Metropolitan Achievement Tests.

To provide educational, vocational and career guidance which will result in the placement or directing of the participants in gainful occupation or furthering their education as demonstrated by their abilities, aptitudes and talents.

To provide social adjustment which will be measured by informal observation reports.

To raise the level of achievement of younger former addicts so that upon return to high schools they will be at the level of their peers as shown by the reports of the staff.

Project Description

An educational program has been established for school drop-outs in residence at Harts' Island.

The residence at Harts' Island is currently operated by the Phoenix Foundation, a sub-contracting agency for the rehabilitation of former narcotic addicts and drug users.

The program provides for the services of five teachers who have had previous experience working with former narcotic addicts and drug users. Remediation classes are held in the areas of communication, mathematics, social studies, and speech as they are found relevant to the needs, interests, aptitudes and skills of the students. The thrust of the program is aimed at obtaining High School Equivalency Diplomas.

There is flexibility in grouping. Some groups are as large as ten while others as small as two. An individual student receives a minimum of two hours of instructional time each day.

DEVELOPMENT OF AN EDUCATIONAL PROGRAM FOR FORMER NARCOTIC ADDICTS AND DRUG USERS IN A NARCOTIC ADDICTION AGENCY
(continued)

Various educational approaches and methodologies as well as different types of instructional materials, both commercial and teacher-made, are utilized in the program to explore the best ways of remediation for former addicts.

Consultants, in the field of education and treatment of former addicts, are sought in the selection of educational approaches and instructional materials.

Twenty-five four-hour teacher training sessions are held on Saturdays. The sessions, under the supervision of the coordinator aided by consultants, explore what is being done in other narcotic agencies and how it can be utilized at Harts' Island.

District Number: Special Schools

Total Budget: $137,311

Function Number: 17-04412

Number of Children Involved
High School: 100

Project Personnel

1 Guidance Counselor as Coordinator (full-time)
5 Teachers (full-time)
1 School Secretary (full-time)
100 Consultants (part-time)

Contact Person: Mr. Sidney Lipsyte

Telephone Number: 596-8966

Part II

CLASSIFIED DATA

ADMINISTRATION

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
33-1-6451	1	District Administration-State Urban Funds	$ 4,706	3
35-1-6451	2	District Administrative Budget	$ 3,227	10
39-1-6451	4	District Administrative Budget	$ 33,155	25
41-1-6451	5	Administrative Budget	$ 24,428	31
43-1-6451	6	Administrative Project for Sue Programs	$ 27,501	34
45-1-6451	7	Administration	$ 31,940	43
47-1-6451	8	District Administrative Budget	$ 40,020	51
49-1-6451	9	District Administrative Budget	$ 35,881	65
51-1-6451	10	Administrative Budget	$ 27,948	71
59-1-6451	14	Administrative Budget	$ 35,380	96
61-1-6451	15	District Administrative Budget	$ 24,824	101
65-1-6451	17	District Administrative Budget	$ 38,638	116
69-1-6451	19	Administrative Budget	$ 62,520	129
71-1-6451	20	State Urban Education-Administrative Budget	$ 47,732	132

ADMINISTRATION
(continued)

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
73-1-6451	21	District Administrative Budget	$ 20,511	141
89-1-6451	29	District Administrative Budget	$ 26,761	174
93-1-6451	30	District Coordinator of Urban Education	$ 38,109	179
95-1-6451	31	District Administrative Budget	$ 35,662	191
17-04451	High Schools	Administrative Budget for High Schools	$ 55,057	205

BILINGUAL PROGRAMS

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
35-1-6462	2	In-Migrant School-Community Project	$ 73,304	21
43-1-6453	6	Bilingual Program	$ 142,636	36
51-1-6456	10	Bilingual-Bicultural Program	$ 53,065	76

CAREER DEVELOPMENT

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
45-1-6456	7	District Career Resource Center	$ 36,269	49
17-04452S	High Schools	Auxiliary Services for High Schools (Summer)	$ 154,781	206
17-04452F	High Schools	Auxiliary Services for High Schools (Fall)	$ 1,051,869	208
17-04455S	High Schools	High School Redirection (Summer)	$ 62,427	214
17-04455F	High Schools	High School Redirection (Fall)	$ 361,154	215
17-04471	High Schools	Career Guidance Services for Disadvantaged Students	$ 26,248	237

CULTURAL ENRICHMENT

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
37-1-6452	3	A Program for Cultural Enrichment and Remediation	$ 301,922	22
47-1-6459	8	Lincoln Center Student Program	$ 31,808	59
51-1-6459	10	Young Audiences Pupil Programs	$ 5,513	80
53-1-6454	11	Lincoln Center Student Program	$ 19,294	84
53-1-6455	11	Young Audiences Pupil Programs	$ 5,292	85

CULTURAL ENRICHMENT
(continued)

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
61-1-6455	15	Spanish Instruction for English Speaking Pupils	$ 80,021	104
71-1-6455	20	Music Laboratory for Schools	$ 198,134	137
71-1-6457	20	Young Audiences, Inc.	$ 6,351	140
73-1-6453	21	Creative Labs Introduce Musical Brotherhood	$ 110,288	143
73-1-6458	21	Lincoln Center Student Program	$ 7,718	149
95-1-6461	31	Enriched Music Education Program	$ 54,610	202
17-04465	High Schools	Lincoln Center High School Student Program	$ 153,797	232
17-04470	High Schools	Education Through Organ Study	$ 2,403	236

CULTURAL HERITAGE

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
43-1-6458	6	Enrichment and Cultural Heritage Academy	$ 50,229	41
45-1-6453	7	Afro-American Culture and History Program	$ 64,230	45
45-1-6454	7	Hispanic History and Culture	$ 64,230	46

CULTURAL HERITAGE
(continued)

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
95-1-6460	31	Afro-American History and Culture	$ 16,029	201

DRUG ABUSE PREVENTION

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
47-1-6455	8	Education for the Prevention of Drug Addiction	$ 48,050	55
49-1-6454	9	Narcotics Unhooked	$ 72,062	68
71-1-6453	20	Narcotics Education	$ 8,661	134
93-1-6452	30	An Action Oriented Program of Drug Addiction in District 30	$ 116,044	180
95-1-6459	31	Small Group Approach to the Problems of School Age Children Including Drug and Substance Abuse	$ 53,728	200
17-04412	Special Schools	Development of an Educational Program for Former Narcotics and Drug Users in a Narcotic Addiction Agency	$ 137,311	247

EARLY CHILDHOOD

B/E CODE	DISTRICT	PROJECT TITLE		TOTAL BUDGET	PAGE NUMBER
47-1-6454	8	Early Childhood Centers	$	62,771	54
49-1-6453	9	Extension of Non-Graded Classes	$	103,720	67
63-1-6453	16	Extended Day Kindergarten Program	$	80,796	112
95-1-6456	31	Pre-Kindergarten	$	155,537	195
95-1-6458	31	Developing the Growth Power of Pupils in Grades K-2	$	33,512	198
17-04404	Special Schools	Readiness Program for Disadvantaged Pre-School Children with Exceptional Learning Disabilities	$	277,107	204

ENGLISH AS A SECOND LANGUAGE

B/E CODE	DISTRICT	PROJECT TITLE		TOTAL BUDGET	PAGE NUMBER
35-1-6461	2	Situational Reinforcement Language Training	$	43,481	20
43-1-6455	6	Fair Start	$	205,851	38
47-1-6457	8	Overage ESL Classes	$	133,281	57
61-1-6456	15	Teaching English to Spanish Speaking Pupils	$	127,238	105
65-1-6455	17	Teachers of English as a Second Language	$	12,057	120

ENGLISH AS A SECOND LANGUAGE
(continued)

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
93-1-6453	30	An Intensive Non-English Program	$ 66,900	182
17-04459	High Schools	Improving the Teaching of English as a Second Language in the High Schools	$ 1,194,911	222
17-04466	High Schools	John Jay Family Language Program	$ 33,963	233

EXPERIMENTAL ELEMENTARY PROGRAM

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
33-1-8401	1	EEP Model A	$ 823,985	9
37-1-8401	3	EEP Model A	$ 1,418,571	24
41-1-8401	5	EEP Model A	$ 1,122,509	33
53-1-8404	11	EEP Model D	$ 516,144	91
55-1-8402	12	EEP Model B	$ 855,677	93
57-1-8401	13	EEP Model A	$ 788,788	95
59-1-8404	14	EEP Model D	$ 506,723	99
65-1-8401	17	EEP Model A	$ 1,200,496	122
77-1-8401	23	EEP Model A	$ 1,155,870	158

EXPERIMENTAL ELEMENTARY PROGRAM
(continued

B/E CODE	DISTRICT	PROJECT TITLE		TOTAL BUDGET	PAGE NUMBER
87-1-8404	28	EEP Model D	$	487,098	172
89-1-8402	29	EEP Model B	$	754,927	178

GUIDANCE

B/E CODE	DISTRICT	PROJECT TITLE		TOTAL BUDGET	PAGE NUMBER
35-1-6460	2	Sanctuary Class	$	20,032	19
43-1-6456	6	Helping Hand (Reach)	$	64,972	39
45-1-6455	7	Triple S	$	52,752	47
47-1-6461	8	Teen-Age Headstart	$	15,977	61
47-1-6463	8	Guidance Services for Working Parents	$	20,243	64
49-1-6452	9	Assisting Students with Serious Behavior Problems	$	452,906	66
51-1-6455	10	Guidance Interim Class	$	42,210	75
53-1-6452	11	Assisting Students with Serious Behavior Problems	$	114,696	81
53-1-6458	11	An "Open Day" Classroom at J.H.S. 113, Bronx	$	15,865	90
61-1-6460	15	Return to School Program	$	16,642	107
65-1-6456	17	Flatbush Extension (A Program for Suspended Boys)	$	66,624	121

GUIDANCE
(continued)

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
67-1-6454	18	Guidance for the Elementary Schools	$ 22,788	125
67-1-6456	18	Project Success	$ 137,991	127
71-1-6452	20	Interim Class for Maladjusted Underachievers	$ 158,989	133
85-1-6453	27	Operation Search	$ 200,904	165
93-1-6455	30	Evening Clinic and Guidance Centers	$ 45,296	185
95-1-6453	31	Project Civic	$ 35,164	193
95-1-6455	31	Family Living and Sex Education	$ 27,500	194
17-04460	High Schools	Attendance Task Force to Strengthen High School Attendance Programs	$ 387,561	224
17-04463	High Schools	Aspiration Search	$ 506,222	229
17-04474	High Schools	Project for Increased Achievement and a New Outlook	$ 111,473	241

INFORMATION COLLECTION AND DISSEMINATION

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
47-1-6460	8	Afterschool Community Affairs League and Newsletter	$ 27,590	60
61-1-6461	15	District Community Newsletter	$ 16,895	108

INSERVICE TRAINING

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
33-1-6456	1	STINT (Supportive Training for Inexperienced and New Teachers)	$ 167,514	8
41-1-6455	5	Helping to Facilitate Teaching Abilities in Inner City Schools	$ 3,084	32
45-1-6452	7	STINT (Supportive Training for Inexperienced and New Teachers)	$ 260,547	44
59-1-6452	14	STINT (Supportive Training for Inexperienced and New Teachers)	$ 380,696	97
63-1-6452	16	STINT (Supportive Training for Inexperienced and New Teachers)	$ 451,818	111
67-1-6452	18	STINT (Supportive Training for Inexperienced and New Teachers)	$ 151,786	123
71-1-6454	20	STINT (Supportive Training for Inexperienced and New Teachers)	$ 6,421	135

INSERVICE TRAINING
(continued)

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
73-1-6456	21	STINT (Supportive Training for Inexperienced and New Teachers)	$ 23,614	146
75-1-6455	22	Teacher Training for New and Inexperienced Teachers	$ 63,363	154
85-1-6452	27	STINT (Supportive Training for Inexperienced and New Teachers)	$ 60,010	164
17-04415	Central	Inservice Professional Development Program	$ 76,994	221
17-04417	Central	A Course in Human Relations for School Secretaries	$ 1,410	245

MATHEMATICS

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
35-1-6453	2	Improvement of Computational Skills	$ 42,662	12
47-1-6453	8	Mathematics Laboratories	$ 230,484	53
53-1-6456	11	Improvement of Computational Skills	$ 31,929	86
93-1-6459	30	Mathematics Laboratory to Strengthen Instruction in the Math Curriculum at I.S. 126 Queens	$ 26,090	190
95-1-6457	31	Mathematics Laboratories	$ 41,222	197

MULTIMEDIA

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
51-1-6454	10	Multi-Sensory Stations	$ 61,422	74
89-1-6454	29	Instructional Materials Library Program	$ 8,145	177

MULTI-SERVICES

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
35-1-6454	2	Positive Alternatives	$ 61,779	13
51-1-6452	10	Strengthening Basic Skills in the Junior High School	$ 53,286	72
51-1-6458	10	Development Program in Curriculum and Personnel	$ 45,876	78
53-1-6457	11	Subdivided Grades Program, I.S. 144X	$ 35,864	88
65-1-6450	17	Program to Supplement Services to Academic Underachievers	$ 226,686	115
67-1-6455	18	Language and Mathematics Laboratories for Elementary and Junior High Schools	$ 36,386	126
69-1-6452	19	Diagnostic Reading - Teacher Training	$ 336,767	131
71-1-6456	20	Guidance and Corrective Reading in Junior High Schools	$ 134,766	139
79-1-6451	24	Increased Services for Educationally Disadvantaged Children	$ 240,668	159

MULTI-SERVICES
(continued)

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
81-1-6452	25	Services for the Poor Children Who are Educationally Retarded	$ 203,803	164
87-1-6452	28	Educational Advancement Center and Cultural Enrichment Program	$ 218,524	169
89-1-6452	29	Summer Day Elementary Schools	$ 13,048	175
95-1-6452	31	Summer Day Elementary School P.S. 50	$ 15,900	192
17-04454	High Schools	Summer School at John Dewey High School	$ 66,425	212
17-04462	High Schools	Reach Out	$ 132,969	228
17-04472	High Schools	Chinatown Academy	$ 103,215	239

PARAPROFESSIONAL PROGRAMS

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
33-1-6453	1	Elementary School Educational Assistants - Upper Grade	$ 98,388	5
35-1-6456	2	Utilization of Educational Assistants - Grade 3	$ 59,508	15
35-1-6457	2	Utilization of Library Assistants	$ 29,976	16

PARAPROFESSIONAL PROGRAMS
(continued)

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
35-1-6459	2	School-Home Liaison	$ 11,242	18
39-1-6452	4	Family Assistants-Home Liaison	$ 16,400	26
39-1-6453	4	Educational Assistants Grades 3-6	$ 110,687	27
39-1-6454	4	Parent Program Assistants	$ 126,764	28
39-1-6456	4	Educational Assistants in Junior High School	$ 80,716	29
43-1-6454	6	Library Incentive	$ 36,067	37
43-1-6457	6	Training Teams	$ 38,503	40
47-1-6452	8	Educational Assistants in Third Grade	$ 109,079	52
61-1-6463	10	Guidance Aides Program	$ 9,280	110
63-1-6454	16	Parent Program Assistants in Related Health Services	$ 117,464	114
65-1-6452	17	Educational Assistants	$ 52,393	117
65-1-6453	17	Family Assistants	$ 12,170	118
67-1-6453	18	Utilization of Educational Assistants	$ 63,605	124

PARAPROFESSIONAL PROGRAMS
(continued)

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
73-1-6457	21	Parent Helpers	$ 71,644	147
75-1-6457	22	Educational Assistants to Aid Underachievers	$ 68,645	157
89-1-6453	29	Library Science Assistants	$ 29,098	176
17-04464	High Schools	School-Home Contact	$ 375,307	231
17-04473	High Schools	John Dewey High School: The Use of Paraprofessionals to Support Student Independent Study	$ 44,245	240

PLANNING GRANTS

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
17-04457	High Schools	Planning Grant for High School Academies	$ 44,010	219
17-04458	High Schools	Planning Grant for the Development of a Facility and a Program for Addicted and Pre-Addicted High School Students	$ 13,609	221

READING

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
33-1-6452	1	Specific Language Disability (Summer)	$ 7,211	4
33-1-6454	1	Predicting and Diagnosing Reading Disabilities	$ 22,361	6
33-1-6455	1	Project Read	$ 6,262	7
35-1-6455	2	Reading Diagnostic Clinic	$ 34,375	14
35-1-6458	2	Reading Lab-J.H.S. 167 Manhattan	$ 27,294	17
47-1-6458	8	District Reading Clinic	$ 81,393	58
51-1-6453	10	Reading Diagnostic Clinic	$ 47,368	73
61-1-6453	15	Diagnostic Reading Clinic	$ 76,989	102
61-1-6462	15	Earn a Book Program	$ 47,329	109
65-1-6454	17	Reading Specialists	$ 39,804	119
73-1-6452	21	Diagnostic and Remedial Learning Laboratories	$ 87,791	142
75-1-6452	22	Reading in Summer Vacation Day Camps	$ 12,035	150
75-1-6454	22	Elementary School Diagnostic and Remedial Reading Center	$ 25,379	152
75-1-6456	22	Junior High School Reading Laboratory	$ 39,317	156

READING
(continued)

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
83-1-6452	25	Learning Laboratories to Enrich the Reading Program	$ 116,843	163
85-1-6455	27	Diagnostic Reading	$ 177,570	168
87-1-6453	28	Diagnostic Reading Clinic Grades 1 and 2	$ 28,591	171
93-1-6454	30	Reading Through Science Experimentation	$ 39,099	184
93-1-6457	30	Art as an Approach to Individualized Reading	$ 34,490	188
93-1-6458	30	A Multimedia Communication Skill System-EDL Look, Listen Learn	$ 43,046	189
17-04461	High Schools	A Program of Reading Acceleration, Remediation and Enrichment for Secondary School Students	$ 1,232,793	226

SCIENCE

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
35-1-6452	2	Science Experience Program	$ 62,560	11
39-1-6457	4	Reptiles, Amphibians in the Balance of Nature	$ 5,899	30
47-1-6462	8	Science Interest Development Project	$ 21,198	63

SCIENCE
(continued)

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
51-1-6457	10	Living Science Center	$ 34,341	77
59-1-6453	14	National Environment (Fire Island)	$ 34,256	98
73-1-6454	21	Man and His Environment	$ 44,965	144
85-1-6454	27	Aerospace Education Resource Center	$ 41,267	166
93-1-6456	30	Children's Natural Science Workshop	$ 43,889	187
17-04453	High Schools	Animal Care	$ 115,090	210

TUTORIAL PROGRAMS

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
47-1-6456	8	Word Power League	$ 42,189	56
53-1-6453	11	Pan-Academic Uplift at J-142X	$ 21,067	83
61-1-6459	15	Homework Helper	$ 77,898	106
75-1-6453	22	After School Reading and Math Tutorial Program	$ 67,376	151
17-04456	High Schools	Langston Hughes High School Library Center for Homework Helpers	$ 66,473	217

TUTORIAL PROGRAMS
(continued)

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
17-04467	High Schools	High School Homework Helpers	$ 417,325	235

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